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K. W. Bookwalter

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In the Editor's Corner

Take a Good Look at Us

ANYONE INTERESTED in or engaged in education realizes the tremendous challenges as well as the enormous responsibilities to be faced. Coupled with the exciting implications of the space age, and the overwhelming emphasis on science is the inescapable fact that, as the school population increases and the demands on education multiply, the number of available teachers is decreasing even faster.

Among the solutions proposed are larger classes, longer days and more class periods, staggered schedules with most teachers participating in more than one, summer school, and active recruitment of promising candidates in teacher education. Many of these are already in use; a few schools employ them all. The local situation and philosophy probably are the determining factors in selecting the method or methods to be used.

The recruitment of prospects for teacher education has been proceeding under greater difficulties every year, and today the movement is losing ground with every high school graduation. Higher salaries, greater security, numerous fringe benefits, and the implication of greater contributions to society are among the other career challenges we must face when we attempt to encourage young people to join the ranks of those preparing to teach, especially in the great service areas of health and physical education

The subconscious resentment some people have against teachers may have its active counterpart in the refusal of many parents to permit their youngsters to enter this profession. Of course, the tremendous public relations program to attract them to the various science fields has served to intensify the whole problem.

It appears that we have been "dragging our feet" and refusing to recognize and accept our responsibilities. Through the years, many of us have subscribed to the thesis that we wanted a program or curriculum in our area, which, with adequate facilities and equipment, plus good teaching technics, would make a substantial contribution to the present and future health, exercise, and leisure-time needs of our students. How far we have "missed the boat" in doing our best in each specific situation is only too evident by the fact that very few, in some cases no one exposed to our teachings understands what we are trying to do besides meeting a time and legal requirement or sees sufficient challenge and opportunity to consider this as a career.

If we are to grow, in fact, to survive as a profession, there must be some changes made, beginning with each of us in our own situation.

Here are some questions for each of us to consider:

1. Why are we teaching health and physical education? There must be some good fundamental reason why we selected this above all other professions, and that reason should still be a challenge.
2. Why are we teaching the various activities in our curriculum for this present school year? More than expediency, or pupil interest must govern the selection of activities, the time emphasis, and the methods of teaching.
3. Do we carry on a carefully graded program, full of activity and challenge to the great majority of the participants? If they must come to our classes because of a requirement, then this is even greater reason for giving them something worthwhile. When our pupils leave our classes they should have a sense of well-being, of accomplishment, of satisfaction, and look forward to the next session under our leadership.
4. Do we provide opportunities for experiences and challenges in student leadership and followership? Regardless of the quality of our program, unless we include some form of a squad leader or captain plan, we are overlooking one of the greatest opportunities for encouraging and guiding fine prospects into careers in this area. Of course a fine program is a real help, too.
5. Do we carry on any educational program of public relations in our classes, in our school, and in our community? It is only as we all understand the possibilities for the learner in our field, and the potentialities for the individual, the school, and the community that we can carry out our responsibilities completely. We must share this with students, parents, and the community as a whole.

Let's start with the best possible program which we can devise for the present facility, equipment, and time provided, and as we make every minute of class time too important to waste, and keep everyone busy and challenged perhaps these key questions will be answered adequately, and our profession strengthened in every school and every community. We have almost reached the "either or" stage; *either* we do better with what we have, *or* we may be pushed off the "stage" of education into oblivion.

C. O. JACKSON.

"Forward with Fitness"*

Shane MacCarthy

THE MEANING OF FITNESS

SINCE THE BEGINNING of our association you have seen the full importance of the Council concept, and your philosophy of fitness has remained steadfastly the same as ours. Well do you know:

1. That fitness is not a fad or a gimmick to compete with sputnick but is rather a *necessary* factor of human survival;
2. That labor-saving devices, while feeding fuel to the fires of laziness, impose a duty on each one to fill by other means the body-building place of the human labor that was good exercise;
3. That, without preaching fear, we expressed a conviction of the need for betterment of physical stature, thus giving to fitness a positive dimension rather than equating it with a mere absence of disease; and
4. That, while a *single* factor is at the core of the current fitness problem, viz., the prevalent absence of human physical activity, the recouping of physical activity in normal living today involves a *multitude* of factors—facilities, adequate space, safety, skills, attitudes, leadership for programs, repetition to acquire new habits, and determination for success—which embrace all community interests.

THE PART YOU PLAYED

Of you we asked:

1. BIGNESS, so that you would recognize the part which business, civic, social, fraternal, religious, and other groups would play in working with you to attain proper fitness results;
2. POSITIVE PLANNING, in order that the inventions of today could be utilized to the greatest extent in helping to attain the ends of fitness which we sought; and
3. THE BLUEPRINTING OF FITNESS PROGRAMS, because we knew that within the communities you had the knowledge which parents and civic leaders would need in designing their fitness projects.

Glad am I to report that the AAHPER has responded to this triple challenge in most gratifying measure.

FUNDAMENTAL CONCEPTS

Hence, we approached our Council task with certain basic recognitions:

1. That youth fitness was not starting from scratch. We recognized your vast professional and technical resources in being and, more important, their availability;
2. That we were not going to espouse a central fitness bureaucracy, and never have we subscribed to issuing a single Federal fitness ukase promulgating mandates and pronouncements on fitness formats for local schools and communities throughout the country.

Rather what we did do was:

3. Use every effort to affect the climate of thinking about fitness, showing that the very existence of the President's Council on Youth Fitness was, of itself, a recognition of fitness *need* and simultaneously brought stature, potency, and a sense of urgency to all you were doing and could do for fitness; and
4. Tell organizations already in existence that *local fitness programs were their action responsibility.*

At times people, displayed a wholesome impetuosity for results, were prone to ask, "When is the President's Council on Youth Fitness going to stop talking and do something?" Our answer has always been that this will never happen since our job is one of persuasion—the use of language, oral or written, to convey the conviction that youth fitness comes up from the homes and communities of the Nation rather than down from a Federal throne. The more our work developed, the greater became the challenge. Very soon did we see, for example, that youth fitness is national fitness and that we could not be concerned merely with a pocket of our citizens while ignoring others. Furthermore, we found out that the only way to get proper fitness of youth in our Nation was by adult leadership, participation, and policy decisions affecting our current pattern of urbanized society. Youth does not have a powerful lobby.

MEASUREMENT OF PROGRESS

This youth fitness undertaking is not the kind that can be measured by barometers of graduated accuracy. In fact, numbers of programs could be very misleading. For example, the formation of another league or another formalized sports program, unless it were conducted properly with vast participation of youth, could increase "spectatoritis" rather than stimulate more boys and girls into playing healthful games. When a project, like the President's Council on Youth Fitness, sets out to affect the habit patterns of a nation's life, evidences of deepening roots, many beneath the visible surface, come from indications of attitude on the part of organizations and individuals. We are consoled to be able to mention some:

1. Increased fitness interest, especially in hundreds of rural areas, in spontaneous coverage by television, radio, and other local outlets;
2. The conspicuously increased use of some part of the fitness theme by cartoonists, comic artists, advertisers, and public relations experts;

* Address to the National Convention of the American Association for Health, Physical Education, and Recreation, Kansas City, Missouri.

3. Retail establishments, in appropriate areas such as recreation and sports equipment, in surprising number using the fitness theme and seeking identification with the purposes of the Council;
4. Numerous magazines, on their own initiative, using feature articles, many prepared by the Council staff or by their own writers;
5. The inclusion by many segments of Government Departments at all levels, of the fitness theme in speeches, articles, periodicals, reports, and releases;
6. The wide use of the fitness theme in national, regional, state, and institutional programs and conventions. For example, at this Convention "Forward With Fitness;"
7. The "little people" of our country who are the big persons of American democracy, i.e., individual parents, teachers, students, and youth leaders, requesting information for theses, school papers, dissertions, formation of clubs, and discussion groups;
8. The initiative being displayed by youth themselves to form their own youth fitness committees in high schools and in colleges and to develop their own rules and programs;
9. Activities of the President's Citizens Advisory Committee members, many of whom have assumed a definite initiative in developing state and local youth fitness programs;
10. The decisions and plans of approximately one-fourth of the Governors of the States to call conferences on youth fitness; the similar action of the Mayors of many cities. From these conferences have developed state and city organizations on youth fitness;
11. The added and intensified activities of national organizations in medicine, sports, recreation, physical education, health services, and civic enterprises:
    This includes:

    The American Medical Association, which has just issued its first booklet on Exercise and Health, presenting this point of view on fitness;

    The Amateur Athletic Union, with its sponsorship of clubs for youth fitness in all high schools;

    The National Collegiate Athletic Association, with its agreement to issue fitness announcements in television and radio broadcasting and to include appropriate Council endorsements on printed programs;

    The National Recreation Association's frequent usage of the fitness theme for its wide coverage throughout the States;

    The repeated adaptation by the American Recreation Society of fitness as an integral part of its technical responsibility;

    The boys and girls clubs, which have adopted fitness tests, action programs, and systems of awards;

    The Boy Scouts of America and the Girl Scouts of the U.S.A., with their written endorsements and reevaluation of their own programs for the attainment of fitness;

    The YWCA, with its multitude of written material and local programs on the fitness theme;

    The Junior Chamber of Commerce, with its continual leadership of interest and action in youth fitness;

    The United Voluntary Services, with its guarantee to place youth fitness as an indefinite priority program in its 186 units throughout the country;

    The National Catholic Welfare Conference's active fitness support through its Director of Youth; and
    A host of similar evidences from organizations and leaders of local, state, and national fitness projects; and
12. The all-out support that is now being evidenced by business and industry. Some conspicuous examples are:

    The decision of General Mills, Inc., to launch a "Sports for Fitness" program through their Sports Foundation;

    The guarantee of the Milk Industry Foundation to support youth fitness in fields of research, education, and public relations;

    The action of the Bicycle Institute of America in printing the booklet "How Your Community Can Participate in a Youth Fitness Bicycle Program;"

    The interest displayed by insurance companies, with their tremendous capacity for tying in the fitness interest with their development of real estate holdings and issuance of numerous booklets, etc.

CONCLUSION

Do all these evidences mean that more girls and boys are walking, climbing, skating, cycling, playing soccer, handball, vollyball, football, baseball, basketball, swimming, fencing—in brief, that they are involved in regular health-giving exercise? The answer is "No." But all of this does signify that the opportunities for the professional knowledge and skills which the members of this organization possess in physical education, health education, and recreation are on the increase as the youth fitness story spreads across the Nation and business recognizes that youth fitness is good business.

The password, therefore, is ACTION as this Convention lives up to its theme "Forward With Fitness." I came to plead with each person present that youth fitness action is your personal and individual task and that it cannot be relegated to others. How our Nation could be awakened to the necessity of the fitness of our young citizens if each person present tonight, upon return to his or her home community, took immediate steps to develop a Youth Fitness Action Committee composed of business, religious, educational, urban planning, home developing, and other interests, INCLUDING YOUTH THEMSELVES! From such an organizational setup could come the simple, understandable enumeration of the community youth fitness goals and then the development of the procedures to attain them by using continually the convincing ability of speakers' bureaus, press, radio, television, and magazines.

Accordingly, at this important Convention I hope that you will not consume energy in academic debate on the relative merits of different methods for local fitness programming. While the cross-fire of discussion is beneficial, please remember that California, Maine, Montana, and Texas, and the rest

of our states and territories, have sufficient local professional knowledge to design their own good fitness projects, and we should never forget that our American strength is in diversity rather than in rigid uniformity.

THINK BIG, PLAN BIG, and ACT BIG, and from this gathering of proven dedicated fitness leadership could come a snowball that might well move the mountain of passivity and sedentary habits. Go to it and God bless you!

Fitness—For a Complex Goal, An All-Out Effort

FITNESS IS NOT a simple concept. In the United States a citizen is really fit only if he does his share to advance our democracy, our economy, our culture, our moral-spiritual life. And what his share is, is affected by his capacities, his level of maturity, his opportunities for self-improvement.

Fitness pertains to the functioning of a person as a whole. Its many components—physical, social, emotional, intellectual, spiritual—are threads inextricably woven into the fabric of human personality and behavior. The business executive whose decisions are turned by a flaring ulcer is as handicapped as the laborer with a sacroiliac sprain. The adult who lacks energy to participate in civic affairs is as unfit as the youth who spends energy in unsocial acts. And the hale and hearty citizen who cheats on his income tax is as much a drain on society as if he were chronically ill in a public institution.

So broad a concept of fitness asks no less than this from today's schools—that they help every child reach his utmost in functional health, physical development, vocational and social competence, cultural and intellectual growth, self-expression, and moral character!

Without minimizing the necessity of working for fitness on all fronts, schools ought particularly to encourage youngsters to build good health, develop resources of vitality and coordination, and become skillful in wholesome, vigorous forms of recreation. But schools must also see that exercise, games, athletics, and other activities are carried on in social situations where interpersonal values are applied, satisfying peer relationships are established, creativeness is encouraged, and integrity is valued. And they must make these opportunities abundantly available to all boys and girls.

The question, however, is not whether this or that phase of schooling contributes more to fitness but, rather, how the schools can provide a balanced educational experience for every child. School administrators and teachers have a responsibility not only for improving their own efforts in this direction but also for helping parents and others understand the meaning of fitness and value of community-wide cooperation in providing programs, facilities, and — most of all — leadership to meet youth's total needs.

Simon A. McNeely, Specialist for Health, Physical Education and Athletics, U. S. Office of Health and Welfare

Delaware News Bulletin, No. 76, Vol. 23:9, May-June, 1957

Our Code

It Is the Duty of All Concerned With High School Athletics

1. To emphasize the proper ideals of sportsmanship, ethical conduct and fair play.
2. To eliminate all possibilities which tend to destroy the best values of the game.
3. To stress the values derived from playing the game fairly.
4. To show cordial courtesy to visiting teams and officials.
5. To establish a happy relationship between visitors and hosts.
6. To respect the integrity and judgment of sports officials.
7. To achieve a thorough understanding and acceptance of the rules of the game and the standards of eligibility.
8. To encourage leadership, use of initiative, and good judgment by the players on the team.
9. To recognize that the purpose of athletics is to promote the physical, mental, moral, social and emotional well-being of the individual players.
10. To remember that an athletic contest is only a game — not a matter of life or death for player, coach, school, official, fan, community, state or nation.

—Montana Handbook

Basic Activities for Secondary School Physical Education

Karl W. Bookwalter

ACTIVITIES IN THE field of physical education are both a means and an end in themselves. We need to participate vigorously and variously and sufficiently in an adequate repertoire of activities *to develop* (1) physical fitness, (2) sports and general bodily skills, (3) sports knowledges and understandings, and (4) sportsmanship involving proper sports attitudes and appreciations.

If we are to *acquire* some selected sports as *ends in themselves* we must be *taught* them, not just organized in a class tournament involving them. An extensive national survey has revealed the use of a few team sports to the practical exclusion of many vital, individual or dual, carryover activities in our regular class programs and especially in our interschool athletic programs.

Physical Education Activities Through Sub-programs

Nationally, our high school boys and girls average about 20 hours of actual class instruction in physical education during the secondary period. This may come as a shock to our fine five-day-a-week systems. One must recall however that about 50 per cent of our youth get *none*. Of those more fortunate, the most common experience is two days a week for one year. And these spend 35 per cent of a 50-minute period essentially in starting and stopping (administrative and hygienic activities). This leaves only 35 minutes for activity if every one were busy each minute, which is not the case.

To supplement this meager time, which in turn will permit of the intensity and sufficiency we so lack, we need to organize all sub-programs of physical education so that all students will be involved and at their respective levels of ability. It is only through these complementary and supplementary experiences that activities will become our own (end in themselves) and that reasonable development (ends in view) will accrue through them.

Regular class program. This is the organized instructional period usually required for credit of all who are capable of profiting from the common experiences with the physically fit. Its essential objective is *basic instruction for all in generally needed experiences.* This program should be given daily in each secondary year. Common experience shows this not to be the case. From 90 to 100 per cent of the student body should be involved.

Recommended Time Allotments in Class Programs

	Suggested Percentage of Time			
	Boys		Girls	
Class of activity	Jr. Hi.	Sr. Hi	Jr. Hi.	Sr. Hi.
*Administrative Activities: such as roll call, squad organization	7	7	7	7
Athletic Sports Activities: Such as team or invidual or dual or group games	30	32	22	24
Formalized Activities: Such as calisthenics, marching	8	9	6	5
*Hygienic Activities: Such as showers and dressing	28	28	30	30
Remedial Activities: Such as posture tests or posture exercises	3	3	4	4
Rhythmic Activities: Such as square, social or modern dances	8	5	16	18
Self-testing Activities: Such as tumbling, apparatus, or athletic events	16	16	15	12
Total	100%	100%	100%	100%

Adapted-restricted-remedial program. This program selects or modifies activities to suit the needs of atypical individuals with special needs and who cannot profit from the regular class program. Normally, from 5 to 10 per cent of the school population might be expected to need such special instruction. The National Survey revealed this sub-program to be only 4 per cent effective in the schools studied. This is our weakest program! The objectives are self-evident.

Corecreational program. In this program boys and girls voluntarily participate in acceptable social-physical-recreational activities in non-class time but with school supervision and facilities. These activities may be competitive as is tennis or merely unorganized participation as may be swimming. The supervision may take the form of incidental instruction or merely adult oversight. The unique objectives are worthy use of leisure time, developing sound boy and girl relationships; for the boys and girls, comradeship and pleasurable activity. The flood of "yellow busses" which brought education to rural youth may take this experience away unless before school, recess, noon-hour, or after school times are scheduled and probably alternated in some instances. Student self-government should be involved in program organization.

Intramural program. This program, suitable for boys and girls, is closely related to the corecreational program but is focused on voluntary out-of-

class participation in competition for the novice or near novice ability group. In the rural school again necessity may inject *some* intramural experiences into the regular class program but not regularly and surely not entirely. Pre-school hours, noon hours, and scheduled after-school hours should provide for from 50 to 75 per cent of the student body in a well organized intramural program. The unique objectives include competitive opportunities for the below varsity performer, competence through practice which exceeds that imparted in the instructional program, and not least—worthy use of leisure. Again, students should be involved in the planning and conduct of this program.

Interschool athletics. This program provides expert coaching and training for voluntary interschool competitive experiences for those who excel in sports. These activities are on non-school time with school equipment and instruction. The proportion of the student body involved will vary from 30 to 50 per cent in small schools to 7 to 10 per cent in the larger schools. The high organization of this program necessitates city-wide or league-wide oversight and state association regulatory control. Unique objectives of the program are superior athletic abilities, school morale and loyalty, school-community relations, and interschool cooperation and of course opportunities for competition on the interschool level.

For girls, sports or play days or invitational meets will constitute the basic program to meet these needs.

A welfare core? There is some evidence of the need and logic for the unification of these programs with those of health and safety education into a "welfare core." The general need for these varied welfare experiences, the necessity for a larger block of time, the professional inter-relatedness of training for leadership in these fields and the fact of the varied nature of these related fields would seem to be the criteria of a "core" program.

Effective administration might so organize and administer these various aspects of the welfare program the better to achieve their mutual contributions and safeguards.

Suggested Activities for the Sub-programs*

The basic approach was to organize the accepted activities included in such authoritative sources as *The Physical Education Curriculum* and *Physical Education for High School Students* sponsored by the College Physical Education Association and the American Association for Health, Physical Education, and Recreation, respectively. Several other reputable source books were also gleaned. Faculty and graduate students were also utilized in the critical analysis which resulted in the carefully evaluated suggested list.

Possible use by boys, by girls, or coeducationally; in the junior or senior high school; in any or all the sub-programs was evaluated for each of the 68 activities gleaned. Probably the most noteworthy disclosure was the marked disuse of the many activities most readily lending themselves to multiple use, and the high popularity of a few activities with but one or few possible uses.

Of the 14 activities voted 18 or 19 potential uses but six are commonly used interscholastically. Conversely, basketball, track and field, football, and baseball in that order, were the top interschool sports in the National Survey and they were voted only 11, 11, 1, and 7 uses respectively in the present study. It would seem that with 34 activities suitable for interschool sports the four commonly offered are a very meager sampling. Again the National Survey reveals a mean offering of 3.5 varsity sports per school.

Only 18 of the 68 listed activities were voted seven or less uses out of the potential 20 opportunities. If the extra-curricular program is to reflect largely what is taught in the curriculum, the class programs will have to be broader as will the extra-curricular programs.

SUGGESTED ACTIVITIES SOURCE BOOKS

American Association for Health, Physical Education and Recreation, *Physical Education for High School Students,* A. A. H. P. E. R., Washington, 1955, 406 pp.

Fitness for Secondary School Youth, A. A. H. P. E. R., Washington, 1956, 154 pp.

Athletic Institute, *The Recreation Program,* Athletic Institute, Chicago, 1954 (circa) 342 pp.

LaPorte, Wm. Ralph, *The Physical Education Curriculum* (6th edition) Los Angeles College Book Store, University of Southern California, 1951, 92 pp.

Means, Louis E., *The Organization and Administration of Intramural Sports* (2nd edition) St. Louis, C. V. Mosby Company, 1952, 466 pp.

Mitchell, Elmer D., *Sports for Recreation,* New York, A. S. Barnes and Company, 1936, 467 pp.

* Write the author for a complete list.

Senator Soaper says:

"Pushups and so on are urged to restore the physical fitness of the American man. It's all the fault of these Ivy League styles. It used to be the jacket came with the muscles sewed in." Not in the Congressional Record.

The Dark Ages of Physical Education

Anne F. Millan

LOOK AT THE elementary school. American physical education, along with education as a whole, has been subjected to some severe criticism since its beginning. Most derogatory comments followed the World Wars, especially after soldier fitness records were revealed. And now, as we race into the space age, we hear rumblings about the lack of fitness in our "over-civilized" culture.

It is strange, however, that our periods of discontent have produced so little thought, discussion, or research in children's physical education. Elementary school physical education programs are, in fact, the perpetual "Dark Ages" of our profession. In spite of all the progress in American physical education, we cannot overlook the history of neglect of our younger children.

Younger children need their play area planned for ACTION!

If we are to interpret the facts of child growth and development in realistic terms, then we must admit we have evaded our physical education responsibilities toward children. We have not provided the laboratory for the growth of attitudes and skills in the very age group most ready to receive the same.

Any "modern" concepts of physical education must take into account the true place of broad activity programs for the child in grades 1-4. More and more, it is becoming evident that the elementary school is a clearing house for imparting fundamental learnings—reading, writing, arithmetic, and physical education. It is doubtful if physical education is ready for an elementary school which takes the child through a sequence of planned activities to his own optimum.

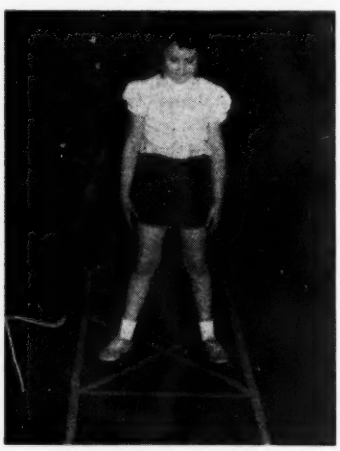
Flaws In Our Philosophy

Noteworthy is the lack of attention to young children, especially where research is concerned. At this very moment, our national association is conducting a nationwide fitness study for children in grades 5-9. No voice has spoken for the research needs of the younger children. The primary grade child could undoubtedly benefit from such research in the areas of individual differences (especially physique), motor fitness, and physical fitness.

Vaulting boxes.

Our present philosophy of physical education has led us to recommend gymnasium construction in the newer elementary schools. How many of these new gyms are suitable for any activity other than basketball? Are we to improve the calibre of secondary school basketball teams at the expense of most children? Too few elementary school gyms are equipped with climbing ropes, horizontal bars and ladders, balance beams, tumbling mats, nets and poles. How many playroom floors have markings for circle games, kickball, Newcomb, bowling, throwing targets, and line games? We do have more facilities in elementary schools today, but most of them are not adapted for young children's activities.

Furthermore, our philosophy has permitted us to



With hopscotch patterns.

argue at great length with non-school sponsors of competitive athletics. The layman's efforts at organizing young children into "midget" leagues of football, basketball, and baseball have been both praised and condemned. Are we in a strong enough position to attack these programs? We asked for it! We asked for it by ignoring the needs of our elementary school children.

One other philosophical flaw has left us open to some of the severest criticism. That flaw is the

Jumping ropes.

notion that almost any one in possession of a book of games can provide a physical education program for children in grades 1-4. Granted, games account for an essential part of the program of childhood activity. Games selected at random, or near random, do little to provide a continuous plan of growth in skill and behavior. It is time, in fact, to object to the predominance of "non-active" activities in the primary grades. Too frequently we observe a group of children, numbering 25 or 30, standing in a circle awaiting a "turn." If such a situation represents the typical physical education lesson, then we need to repair our philosophy.

Progress Out of the Dark

No more important step can be taken to improve elementary physical education than to recognize the great potential therein. Acknowledging the elementary school as a clearing house for fundamental learning can only lead to:

(1) placing superior physical educators in the elementary school
(2) building and adapting facilities for the activities suitable for young children
(3) selecting a broad, sequential program of games, rhythms, and self-testing activities according to needs
(4) applying the best research techniques to find ways of physically educating boys and girls, especially in primary grades.

Tumbling mats.

The dark ages we created by ignoring young children will end. Each step taken toward the recognition of the readiness of young children to be physically educated is a step toward building the strongest of all foundations.

And balance beams.

Safety and Recreation

W. K. Streit

RECREATION SAFETY WAS emphasized at the Twelfth Annual High School Safety Institute conducted by the public and parochial schools of Greater Cincinnati, recently. Traffic safety, home safety and fire safety also received a good share of attention by student representatives of seventy high schools. From every angle, this was one of the most successful conferences held and speaks well for the seriousness of purpose demonstrated by the teenagers.

On the question of safety in recreation, the delegates got five primary safety rules from George Rattermann, former Cleveland Browns backfield star, who was guest speaker. They are:

1. Be sure that participants are in *good physical condition.* Lack of exercise today leads to lack of strength.
2. Be sure that the players have the *proper equipment.*
3. Be sure that players *have been trained* for the game they participate in.
4. Be sure that opposing teams are on *an equitable basis.*
5. Be sure to *remove an injured player* from the game at once.

He also recommended that hunters go only with trained huntsmen and be trained themselves. He advocated that all youngsters be taught to swim so that deaths from drowning be reduced. It is always the aim of the sportsman, he concluded, to benefit rather than be harmed by his activity.

Recreation Safety

"Safety in the Sports Eye" was the theme of the panel discussion presented by members of the student planning committee with WKRC Sportscaster Ed Kennedy as moderator. Preceding the Institute the students visited local authorities to become "expert" in the fields of swimming, boating, water skiing, firearms, fishing and camping. All these subjects were discussed briefly by the panel as a stimulant to more detailed coverage in the discussion groups which followed.

Following are a few of the recreation findings:

To be informed of impending dangers in sports, fits one better to avert accidents and also to deal with them should they arise.

There are certain elements of risk in all sports, supervised and unsupervised. Dares are predominant—always want to outdo the other person. The beanball in baseball, which was used more frequently this past season, is extremely dangerous. In all sports there must be the needed protection, but this does not by any means eliminate accidents. If there are too many rules, of course, there is no fun.

There should be a compulsory, organized subject in the schools dealing with outdoor sports to acquaint people with outdoor recreation.

We formulated a simple rule to follow in all sports and games and everything we do, namely, "Know the rules for work and play; use them *every day.*"

Good sportsmanship and courtesy were emphasized in sports and recreation. If we would do unto others as we would be done by them, many accidents and injuries would be prevented.

Home Safety

The home safety assembly program consisted of a skit which was a take-off on the TV Program, "To Tell the Truth." Sectional leaders were panelists with delegates serving as guests who were to tell the truth in answering questions on safety in their homes, some showing safe practices and some unsafe. A Walt Disney Cartoon, "How to Have an Accident in the Home," brought out some good points for discussion.

The students dealing with this phase of safety came up with the following:

We often think of home as the safest place in the world. Actually the home is as unsafe as the highway and more unsafe than industry. More than one-third of all fatal accidents occur in the home. Homes will be only as safe as we make them.

The main rules for home safety are:

A. Develop a safe viewpoint
B. Train yourself in good safety habits
C. Be alert for unsafe danger signals
D. Set a good example.

The group realized that there were hidden safety hazards in every room of the house. The only way to overcome these dangers is by constantly being on the alert and practicing our safety habits always.

Stairs and Hallways—No objects left lying on stairs; stairs and hallways should be well lighted; throw rugs should be skid proof; no loose treads; avoid having slippery floors; railings on stairs are definitely necessary.

Living Room—Avoid overloaded wiring; outlets should be near appliances; fireplaces should be screened; no objects should be left lying on the floor.

Bathroom—No electrical appliances; keep poisons and medicine away from children; identify poisons (bells, mark with X, sandpaper, metallic tape, pins in cap); don't leave small children alone in bathtub; have a mat inside and outside the tub; wipe up spilled water; clean up broken glass; use plastic.

Kitchen—No loose edges on linoleum; no slippery floors; stoves should be kept in working order; keep handles of pots and pans turned in; use pot holders; use safe ladders; don't stand on chairs; keep matches out of reach; keep children away from stove; don't leave objects on the stove; be careful when using disposal; use baking soda to extinguish fires.

Every home should have a first aid kit.

Several members of the Planning Committee discuss arrangements for the 12th Annual High School Safety Institute. L. to r. Mrs. Norbert Sprengard, P.T.A.; W. K. Streit, Cincinnati Public Schools; Rev. Wm. Franer, Asst. Supt. Archdiocesan Schools; Dr. Joseph Link, Jr., Xavier Univ.

Fire Safety

The assembly program in fire safety presented a visual demonstration of hazards arising from flammable liquids, spontaneous ignition, electricity, and the danger of fires in and about the home. The chemistry of fire was explained as was the classification of fires and how to extinguish each type.

The students developed these points in the discussion period:

Be careful at all times with fire. When you send a fire alarm through a fire box, wait at the fire box until the fire department arrives on the scene. Make sure all electrical outlets are o.k. Do not overload fuse box. Have a fire extinguisher and know how to use it. If you do not know how to use it, then why have it?

If baby sitting, know all of the exits as well as the local fire department number. Don't allow young children alone in the kitchen, and keep matches and lighters away from them.

We can give the information to our family by having a family discussion and by pointing out fire hazards. In the schools we can have assemblies, movies, panel discussions, plays, skits; have a fire drill and after it is over, have a group discussion about it.

We can also prevent fires by: telling parents about smoking in bed and its dangers; see that stairways are kept clear; don't leave oily rags lying around; know how to reach the fire department and ambulance; and be sure that all matches and cigarettes are extinguished before discarding. Use check list frequently.

Traffic Safety

The assembly program consisted of a "Mock Trial" with Judge John W. Keefe of Cincinnati Municipal Court presiding. There were two traffic cases, taken from the files of the Hamilton County Police, on the docket for this session. The students served as defendants, witnesses and jurors. The purpose of the program was to give the assembly an idea of the procedure in a court of law relating to traffic safety.

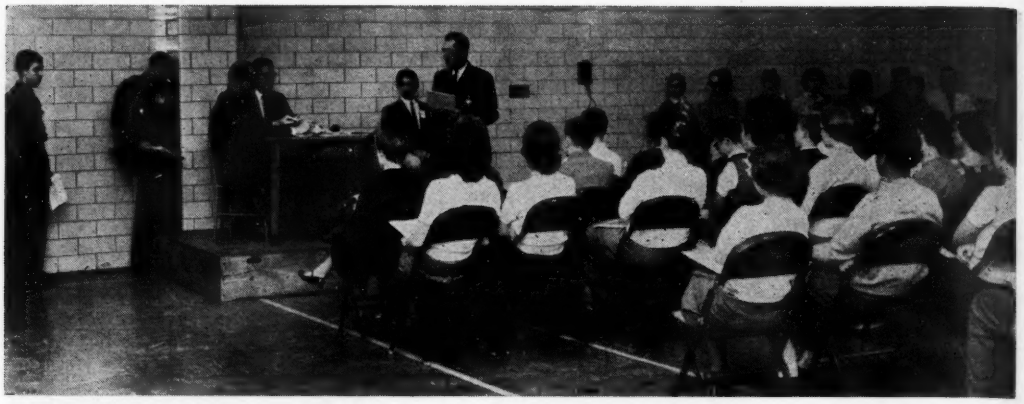
These points were developed by the discussion groups:

Automobiles do not have accidents by themselves. When autos get into accidents, in almost every case it is the drivers who are responsible.

A good attitude is important. Accidents do not happen to other persons only; they may occur to you. Drive as if the other fellow were crazy. Simple courtesy will cool bad tempers and prevent many mishaps. Another prominent bad attitude is that of the person who "shows off" by excessive speed or by disregarding traffic signs. People who hog the road and will not let you pass them are "traffic pests."

Speeders should be shamed by bad publicity or, if they are teenagers, ridiculed in their schools. Both suspensions and fines should be raised. To be effective, a penalty must really hurt the offender. A high fine or a long suspension will really teach the speeder a lesson.

In the opinion of some delegates, the driver's examination is too lax.



Patrolman Ed Leibel charges Joe Swissler with speeding before Judge John W. Keefe in a mock trial at the High School Safety Institute. Corporal Paul Fricker was adult chairman of the traffic section. Twelve students comprised the jury.

In addition to the objective questions, other questions should be asked which require sound judgment. Some first aid knowledge in case of accident should be required on the test. Training courses in schools are an excellent idea. There should be periodic tests for persons who have been driving for a number of years. Drivers, especially aged people, should have physical examinations to determine whether or not they are fit to operate a motor vehicle.

There was some disagreement about making driver license laws stricter. It was maintained that driving is basically easy. All the different situations which make driving complicated could not possibly be included in the test. Most accidents occur as a result of bad attitudes on the part of the drivers. It is a fact that the states which have stricter drivers' license laws do *not* have smaller percentage of accidents.

Another feature of the Institute was the reminiscence of a safety institute alumnus, Theodore J. Deisenroth. He said, "Ten years ago I attended the Safety Institute. But I had yet to know the true meaning and implications of safety as it applies to everyone." He added, "Four years in the U. S. Navy, including sea duty, gasoline handling, aircraft maintenance, and more than 150,000 miles of highway travel have made me safety conscious. A quick decision by one person can mean the difference between life and death for many."

The teenagers also offered some thoughts to an adult panel considering the question: "Are the Press, Radio and Television Influencing Negatively Our Teenage Attitudes?"

During the "give and take," these ideas were presented:

1. It is necessary for the welfare of society to publish unpleasant news stories. But more "good" editorial material is published than bad. The influence of the latter should offset any detrimental influence that crime and delinquency stories may have.
2. The impact of crime stories is greater than the effect of stories about youth's better activities.
3. For the past year at least one Cincinnati daily has not used "teenager" on stories that report misconduct by youngsters.
4. Newspapers do not use all the lurid and gruesome material that comes to their offices.
5. Some youngsters like the publicity they receive when their names are mentioned in connection with delinquency, accidents, etc.
6. If youngsters admire and imitate prominent entertainers, is that the result of the radio, TV, and press coverage or of the public's reaction to news about them?
7. Readers having their choice of papers tend to read those that present the views they themselves already hold, rather than submit to efforts to influence them.
8. Teenagers have the responsibility, with others, to improve the conditions in society today.
9. Is the percentage of news coverage given to teenagers greater proportionately than that given to adults?

Follow-up Needed

The sixteen discussion groups had student chairmen and recorders, plus one adult consultant for each group who entered the discussion only when necessary. The reports were condensed into an eight-page summary which was sent to each participant one week after the Institute was held. The message of safety then is given to all high school students through assembly programs, homeroom discussions, school and community newspapers, school safety councils, posters, demonstrations, and first hand reports from delegates who were fortunate enough to attend and participate. The cumulative effect of twelve such institutes in the Cincinnati area is certainly worth all the effort which has gone into the planning and conduct of this series.

Are Grades in Professional Courses Losing Their Significance?

William F. Gustafson

ANOTHER SEMESTER HAS just been concluded, final examinations are graded, and the time has come to determine the final course grades for the members of the several professional classes. Since these classes are generally large (well above a desirable maximum), it seems reasonable to make a preliminary evaluation on the basis of normal distribution. From the normal curve, the relative limits of the five grades, A, B, C, D, and F may be determined for the final examination scores. In arriving at the final course grade, however, most of these examination letter grades are adjusted on the basis of other evidence such as earlier examinations, written assignments, contributions to class discussion, laboratory work, and from other criteria established by the individual instructor.

Skewness of Grade Curves as a Result

Most of these adjustments help students on the lower end of the curve, but do not correspondingly lower the grades of the students on the higher end of the curve. The result is a skewed grade curve, one that has lost much of its significance. The A, B, and C grades have become considerably more frequent. The D and F grades have virtually disappeared. These D and F grades have now become low C's, no longer distinguishable from any other C's. The C's, for the most part, have become B's, and many of the B's have become A's. Thus, the grades that are submitted indicate classes composed almost entirely of average or above average students. No below average or failing students after the adjustments (I really get this stuff across!). Unfortunately, Dr. Boyd's[1] recommendation that 'the final grade should be a representative portrayal of all valid and reliable techniques used to ascertain student progress and achievement,' has not been followed.

The truth is that we have approximately the same proportion of very poor, poor, average, good and superior students as there were when grading systems were initiated. Only our grading standards have changed. Too often a grade of B is as frequent as or is more frequent than is a grade of C. If a C grade is to represent average work, it is safe to assume that a student whose cumulative class average falls at the class average is, providing the sample is sufficiently large, doing average work and should receive a grade of C. All those below this average are doing below average work to a greater or a lesser degree. Some should receive grades of D, denoting decidedly inferior work, and the few who have failed to meet the minimum standards of the class should be assigned grades of F.

Outcomes of This Grading Philosophy

Permitting this group of below average students to slide through four years of college has a number of undesirable outcomes. As a result of the very many similar transcripts, most students are on a nearly equal footing in the competitive job market. Because of the tremendous demand for teachers, virtually all members of this below-average group are hired, some of them in the better jobs. Many will do poor jobs and their administrators will be reluctant to accept the recommendations of those students' colleges in the future. "How do we know the good from the poor?" they are likely to ask.

Failure to disqualify students in this below-average group tends to lower the general caliber of the instruction because of the lack of class responsiveness and achievement. Also, we are performing a disservice to members of this group by encouraging them to continue in a field in which they may well fail and in which they will likely be dissatisfied.

What are the Reasons for This Grading Skewness?

There are several major causes for the skewness that characterizes many of our present grading systems. One of the more important causes is the lack of sufficient evidence from which to determine the final course grade. So few papers are written, so few oral reports delivered, so few performances recorded, and so few examinations given that the final examination and the general impression created by the student are about the only criteria that can be used in arriving at his final course grade. Lacking the needed evidence to distinguish one student from the next, we respond with a set of grades that are equally indistinguishable. This method is certainly unfair to the better students.

A second cause is the hesitancy on the part of the instructor to be the only grader to mark a student as below average. This lack of individual action perpetuates the lack of group action. We *must* have the courage to be 'the only one'. Eventually, if this courage is uniformly practiced by the teaching profession, the individual instructor will

[1] Clifford Boyd, "A Philosophy of Assigning Grades in Physical Education Classes," The Physical Educator, May, 1957. Pp. 64-65.

find that he is seldom 'the only one' who has marked a student as below average.

Some instructors take the course of action of awarding a C grade as a safe play. This course of action avoids the possibility of unpleasant scenes with students who demand to know why they received grades of D or of F. The instructor remains on friendly terms with each and every student, the status quo is undisturbed, and the profession of teaching has one more headache removed. At the same time, an obligation to the individual student and to the profession is correspondingly removed.

Summary

Members of our profession are encouraged to define their grading systems, to use reliable and valid methods of achievement evaluation, and to assign grades according to the definitions previously determined. Hence, the average students will be assigned, in a five point grading system, grades of C, not of B as is becoming prevalent in so many grading systems. And once again letter grades will be meaningful.

A Physical Education Program for Your Faculty

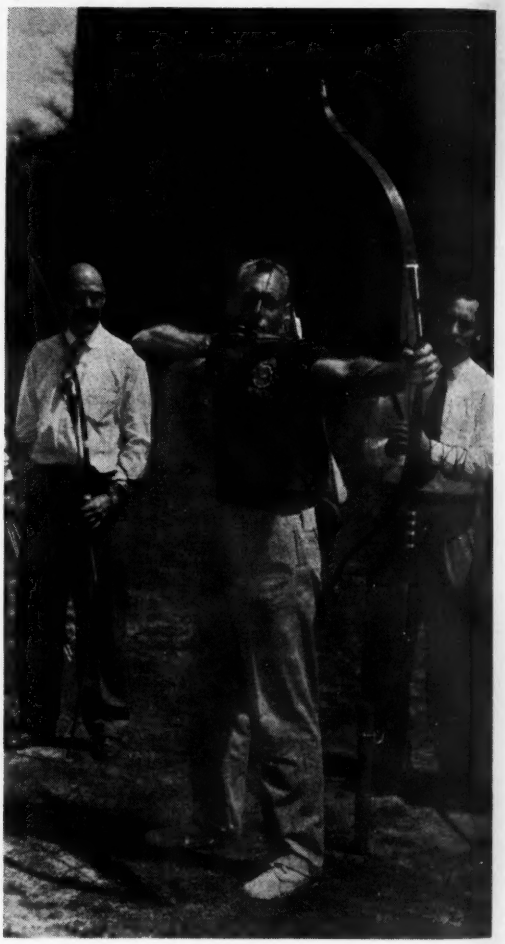
John A. Friedrich
Roy K. Niemeyer

MANY PERSONS FEEL that there is a need for more faculty participation in physical education and recreational activities on the high school and university levels. The program described herein is an attempt to meet this need. Faculty members at Michigan State University are now attending regular physical education classes and this has proved to be very popular and has met with a great deal of enthusiastic response.

Classes for faculty are offered from 12:00 to 1:00 on Mondays, Wednesdays and Fridays. They may select any of the following activities: archery, golf, swimming, badminton, volleyball, tennis, handball, and fly and bait casting. A large number have participated in all of these activities; however, volleyball and badminton have been the two major areas of interest. Graduate assistants and full-time staff members assist in the administration of this program. The first few weeks involves instruction in all of the activities. This is followed by tournaments and recreational participation; however, individual asistance and group instruction is given as needed throughout the course.

Survey

In a pre-course questionnaire, over ninety per cent of the faculty men registered in the course indicated that they did so to develop physical fitness. This was expressed in various ways in answer to the question, "What is your main purpose in taking this course?" Some of the answers included: "Conditioning," "workout," "try to get back into shape," "exercise," "to keep in good physical condition during winter months," "physical fitness," "weight loss and condition," and "to lose a spare tire." On the basis of this expression of need, a ten minute exercise period was used at the start of each meeting. No one was required to participate if they did not wish to do so. The type and extent of exercise was adapted to the age level and condition



Straight Shooter

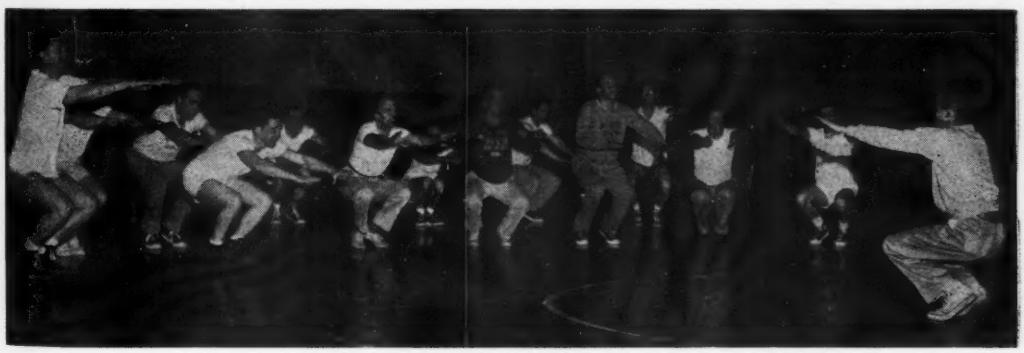
Friendly Game

of the faculty member. Participants in the more vigorous activities generally exercised in mass formation, after which they participated in the activity of their choice.

The interest in this faculty program has spread rapidly. Many department heads and professors are among those giving it enthusiastic support. Not only has this program provided an excellent opportunity for faculty members to participate in activities of their interest and improve their physical condition, but it also has helped greatly to improve relations between the department of physical education and other departments on campus. The attitudes toward physical education have been much more favorable since these faculty men have had the opportunity to experience first hand some of the activities offered in the physical education program.

Opinions

In appreciation for this program, faculty members have expressed themselves in various ways. Some have written letters to the head of the physical education department. Others have orally expressed their appreciation for the valuable experiences they obtained through the program. On an unsigned course evaluation given at the term's



Some Calisthenics

end, all participants had favorable comments and deep appreciation. To the question, "In your own words, please indicate how you liked the class and what you got out of it," the following answers were included:

"I enjoyed it very much. It gave me an opportunity to get some much needed exercise, to participate with others in some vigorous activity and to learn some new skills, and thereby develop physically as well as socialy."

"Reduced seven pounds. Have enjoyed the exercises and games."

"I enjoyed the chance to ge a brief break from mental activity. Besides conditioning my muscles, I have felt better all around, physically and mentally."

"This was a wonderful idea. I've been trying to do something like this on my own for six years without success. This class provided the impetus."

"I think the class was terrific, both physically and mentally."

"It was and is the first exercise in years. It was fun. I feel and look better (around the mid-section)."

"The class exceeded my expectations. The calisthenics were especially useful for physical conditioning."

In view of the widespread interest and acceptance of this type of progrem, plans for a more elaborate faculty program are being considered for the future.

Concluding Statement

Although some institutions may not wish to operate a program of this scope, there are numerous schools and universities that could benefit their programs and help their faculty by inaugurating a faculty program in physical education. Perhaps an easy beginning would be to offer one activity such as volleyball. Thus a desirable team game that could be played with little equipment in a gym, field house, or outdoor area and could accommodate large numbers would open the avenue to fun and conditioning and better faculty relationships. The extra time and effort involved in developing such a program pays big dividends in terms of better public relations, better faculty cooperation and overall program stimulation and growth.

The Sportsman's Creed

The Player:

He lives clean and plays hard. He plays for the love of the game.
He wins without boasting, he loses without excuses and he never quits.
He respects officials and accepts their decisions without question.
He never forgets that he represents his school.

The Coach:

He inspires in his boys a love for the game and the desire to win.
He teaches them that it is better to lose fairly than to win unfairly.
He leads players and spectators to respect officials by setting them a good example.
He is the type of man he wants his boys to be.

The Official:

He knows the rules:
He is fair and firm in all decisions. He calls them as he sees them.
He treats players and coaches courteously and demands the same treatment for himself.
He knows the game is for the boys and lets them have the spotlight.

The Spectator:

He never boos a player or official.
He appreciates a good play no matter who makes it.
He knows that the school gets the blame or the praise for his conduct.
He recognizes the need for more sportsmen and fewer "sports."

—Unknown

More Time to Live—But How?

Julian W. Smith

FOR MILLIONS OF Americans, the four-day work week will soon be a reality!! It will be even shorter as automation continues to move forward. Never before have schools and colleges faced a more challenging problem in providing a curricula to improve living—for today people have more time to do the things they want to do—to really live!!

The present situation presents a paradox, in fact a dilemma, with people having more time to pursue their interests, yet lacking the skills and know-how to obtain maximum values and satisfaction from their efforts.

This calls for creativity in education—and particularly in the fields that have the greatest responsibility for providing skills, attitudes, and appreciations to equip people to use this newly acquired time wisely. The many daylight hours available each week, plus longer paid vacations, demands activities in which people can participate—and passive entertainment is giving away to more vigorous and adventuresome pursuits. One needs only to note the millions that go outdoors each year for camping, fishing, shooting and hunting, boating, skiing, mountain climbing, hiking, gardening, and a wide variety of other outdoor interests. Many of these activities require the skills and knowledge that are rightfully a part of the schools' physical education and recreation programs. Leaders in these fields, realizing this timeliness and urgency, need to move forward in broadening the curriculum to provide learning experiences to meet today's needs.

While outdoor activities are usually said to belong in a well-rounded physical education program, little has been done to make them a reality in most schools. The problem is . . . whether such a program containing a wide variety of skills and activities, such as outdoor sports, in which people can participate throughout life will be included in school and college physical education curricula—or by default, these colorful and popular programs will be delegated to other agencies. Physical education leaders now have an opportunity to give new life and meaning to their programs by including activities that people want and need!! Not only will outdoor education experiences help children, youth, and adults find new satisfactions in living, but they

Getting Ready for Leisure

contribute directly to fitness because they are self-motivated and offer new avenues for physical and mental relaxation and adventure.

Outdoor education programs, such as casting, shooting, boating, camping, and others, can be included in most school and college physical education and recreation offerings now. The skills are simple and easy to learn and require relatively little time in the formal program because of the many opportunities to participate in outdoor events. There are already resources by way of leadership and facilities available.

Some schools and colleges already have outdoor education programs underway, and the Outdoor Education Project of the American Association for Health, Physical Education, and Recreation, is stimulating hundreds of others throughout the country in a program of in-service training, interpretation, and preparation of materials.

Now is the time for leaders in health, physical education, and recreation to give militant leadership to a sound educational program—one that retains proven practices but reaches forward to find new ways to help this generation attain better living amid the complexity of modern society.

A Look at Sabbatical Leaves

Charles H. Dailey

WHAT ARE THE policies pursued concerning sabbatical leave programs in universities and colleges? In order to map the direction for improvement in future programs, it might be opportune to indicate some guide posts derived from a survey of thirty-seven selected institutions.

This investigation of sabbatical leave policy was originally undertaken for the purpose of establishing an equitable basis for a sabbatical leave program for the Physical Education Department of Oregon State College. There emerged a pattern of three major opposing philosophies when the returned questionnaires were studied. (1) Approximately one third of the schools (13) have no sabbatical leave program or do not extend the privileges to members of the department of health and physical education. (2) Five institutions grant leave with pay upon an automatic basis for a stated length of service. This philosophy, historically based upon the biblical injunction that one may cultivate his field and vineyard six years, but "in the seventh it shall be . . . . . a Sabbath . . . . . ." (Lev. XXV:1), sees the sabbatical as an opportunity for intellectual enrichment and as a good in itself. (3) The dominant attitude of the remaining nineteen schools is that a leave will be granted as a reward for service under the condition that the institution benefits as a result of such leave. Whatever the basis of the leave program, a serious loss is felt when no program exists. Dr. D. K. Brace of the University of Texas had this to say: "Our faculty feels that this (no sabbatical leave program) is a serious deficiency . . . . . a slow-down on professional growth."

The mechanics for the administration of the sabbatical program are fairly standard. In most cases, six years was the minimum service for a sabbatical; in one instance—University of Minnesota—prior service at another institution could be credited toward the first sabbatical. Most institutions do not allow leaves to be accumulated, and two—UCLA and University of Idaho—rule that a teacher not taking his sabbatical when eligible forfeits the leave privilege and must again accumulate leave credit. All colleges but four reported that personnel have some obligation, either specific or moral, to return for a teaching assignment after his sabbatical. More than half the colleges offered the same financial arrangement: a choice of one year's leave at half pay or a half year at full pay. A preponderance of the colleges (14) specify that personnel on sabbatical leave may not earn money from outside sources. Six of these fourteen permit acceptance of fellowships, part-time assistantships, or grants-in-aid—usually to enable completion of research projects or specialized studies.

Fourteen colleges included additional information not requested concerning the requirement of written statements on the use of the leave. The data thus compiled, though not complete, does indicate prevailing procedures. All fourteen require a statement of the proposed leave program to be submitted with the sabbatical application. Six schools require a terminal report on the use, accomplishments, and benefits of the leave upon the applicant's return to campus. Many of the administrators expressed themselves as feeling that the sabbatical privilege was not being used enough. Dr. John Harmon of Boston University puts it this way:

> "I think something should be done to bring about the practice of taking sabbatical leaves. Good teachers should be better teachers as a result of a change, even if they teach on another campus. Possibly the answer is to give a half year with full pay, even at the risk of losing some normal salary increments."

Other colleges, aware of the economic hardships involved in the half-pay-for-a-year aspect of the sabbatical, are investigating the possibility of half-year leaves at full pay. Dr. Carl L. Nordley while at the University of Minnesota stated:

"The University is now encouraging leaves of one-quarter duration in view of the fact that many of the staff members do not now take advantage of the full-year sabbatical leaves."

Additional comments made it clear that the chief obstacle to a thorough implementation of the sabbatical program was economic; few younger staff members can afford a sabbatical, no matter what valuable educational opportunities present themselves. Granting shorter leaves with a greater percentage of the regular salary or allowing an applicant to divide his leave into shorter periods over a period of several years might give some relief, as would a liberalization of the regulations forbidding income from outside sources.

Upon reviewing the findings of the survey and considering the suggestions and comments from the administrators of the various institutions, the following recommendations are offered as a set of guide posts for achievement of a productive, stimulating sabbatical leave program.

1. Where no sabbatical leave program exists, administrators should recognize the profit to both institution and staff of implementing such a program.
2. Alleviation of the financial burden can be accomplished by permitting employment on leave to approximate, including sabbatical pay, the normal salary rate plus additional expenses incurred in satisfactorily fulfilling the requirements of the leave program or by granting shorter leaves with full pay.
3. Sabbatical leaves should be granted for the following academic and professional purposes:
   a. professional improvement and refreshment
   b. doctorate or post-doctorate study
   c. render public or social service
   d. investigations and writing technical reports
   e. travel, domestic or foreign (visitations)
   f. personal growth and new experiences
   g. accept fellowships, grants-in-aid, and other scholarly awards
   h. special research assignment
4. Each applicant should present a well-outlined program upon applying for a leave, keep a log during leave which would be open to scrutiny, and write a final report to be filed in the departmental reading room, giving in detail the results of his study and/or travel.
5. The sabbatical leave program should include encouragement of the exchange of personnel with other leading institutions, here and abroad, as an additional means of professional growth for the individual and of transfusion of new ideas and methods into the department.

Drivers' Ten Commandments

1. The good driver keepeth his car in safe condition.
2. He driveth only when sober, and never to great weariness.
3. His mind doth not wander, for safe driving keepeth a man busy.
4. He peepeth always to the speed which giveth perfect control.
5. He passeth intersections and grade crossings with care.
6. To children and pedestrians he giveth thought, for over them he hath the power of life and death.
7. He obeyeth the law of the land, knowing obedience may increase his years.
8. For the hazards of driving in the night, he maketh allowance.
9. Though his soul be tried, the good driver remembereth that courtesy is the first law of self-preservation.
10. When he goeth on foot, the good driver remembereth the Golden Rule.

Sign on Florist Truck: DRIVE CAREFULLY OR THE NEXT LOAD MAY BE YOURS.

A Fairy Tale
(which turned out to be a parable)

Celeste Ulrich

ONCE UPON A TIME, long ago, there lived a king in a far-off land. This land was rich in all the natural resources and had the potentialities of greatness. The people were good and kind and ambitious, and cared about both their king and their country a great deal. The land was called Carealot, and the king was known far and wide as Socio Psycho Somatus the Second. His adoring subjects often called him "P.E." for short. They never, ever did this to his face, but since his great, great grandfather had been called Education the Eighth, and his great grandfather had been called Physical Culturus the Fourth, and his grandfather was known as Training the Third and his own father was called by many (though to be sure, most were foreigners) Fizz Ed the First, "P.E." seemed an endearing sort of name. Besides, everyone was quite careful to address him as Socio Psycho Somatus the Second, or "Your Majesty." The king really didn't mind his nickname, though he thought that it lacked a certain dignity and if the truth be known, he often thought of himself as "P.E." (though only in his more frivolous moments).

Carealot was not an ancient land. It had really been a part of a larger realm. Old Physical Culturus the Fourth, had thought that Carealot had a unique function in the general world, so he and a small group of his trusted knights engaged in a minor revolution and set up a land of their own. This was a bloodless revolution and, as a matter of fact, it happened so slowly and carefully that many people did not know that it had happened.

And if the truth be known, there are many people today who have never realized that the revolution evolved. When they are told of Somatus the Second, they just chortle and claim that there really is no such king and Carealot is just a figment of the imagination. But you and I know that there *is* such a country as Carealot. I have met Socio Psycho Somatus the Second face to face, and he does exist! But let us get on with our story.

Because Somatus was a good and kind king, he had the welfare of his kingdom at heart. As a matter of fact, he really believed in internationalism, for he not only cared about his own realm, but all the realms in the world. There were large posters throughout Carealot telling everyone about the essential good of the realm; the radio sponsored commercials, the television sets showed pictures, and even the newspapers were united in a concerted effort to tell all the people of Carealot about the worth of the realm. The people in Carealot really believed the radios and televisions and the newspapers, but somehow or another, not many from the outside world ever got the news about Carealot, and only the very educated and the very understanding of other countries understood about the worth of Carealot.

Some people said this was because the communication system was poor to begin with, and others said that it was because the people of Carealot didn't care enough, and then there were a few misguided souls who said that it didn't make any difference anyway. But for the most part, the people of Carealot were well informed. It was just the outside world that wasn't.

The fact that the foreigners didn't always understand really was a puzzle. Somatus the Second spent many a sleepless night over the idea. You see, it was necessary for all of the children from six to sixteen, from all of the foreign lands, to travel through Carealot continually and one would have really thought that they would have heard the radios and seen the televisions and been impressed by the newspapers. There were a few that were, but they stayed in Carealot and left their foreign countries.

All of the children who returned to their homes forgot about Carealot. Well, not all. There were some who remembered their trip with satisfaction; but there seemed to be lots more who, though they had apparently had a nice trip through the countryside and had not complained about the journey—when they arrived at their own homes and thought back on the experience, all their memories were bad ones. Of course there were some children who absolutely hated their trip and detested the memory, but Somatus the Second was rather fair about offering detours to these children and their numbers were becoming fewer and fewer.

Now the thing that really worried Somatus the Second was the fact that there were so many foreigners who forgot about the fun that they had had and all of the things that they had learned. They didn't seem to know, however, that there were different routes in Carealot from their own childhood days, and as a matter of fact, Somatus the Second had made some road improvements and the scenery was much richer.

So, being worried, Somatus the Second started an investigation and he appointed a board of ten wise men and one chief philosopher and instructed the board that they were to find out why Carealot was not presenting a good appearance to the outside world. (Everyone in *Carealot* knew how good it was.) Furthermore, he wanted to know why the grownups in foreign lands seemed all confused

about their own trip through Carealot when they were children. And also, why they were even more confused about their children's trip through Carealot today—with its new improved road system and its enriched scenery.

So, the ten wise men and one chief philosopher took the train and went to the borough of Psychic. They rented a room in Adjustmentville and found, to their amazement, that one of the Arterial highways of Carealot went through Psychic. According to what the inhabitants said, it was perfectly possible to journey across Carealot and go only through Psychic. This amazed the committee and they asked all about the children who went through. "Well," they were told, "there used to be more than there are now, but we still hold our own." "Yes," they knew that there were other boroughs in Carealot, but theirs was the best, so they didn't bother about the others. And worst of all, rank heresay existed for when they addressed good king Socio Psycho Somatus the Second, they preferred to call him just by his second name.

The committee noted all of this down in their small black books.

They then proceeded to take a plane to the largest borough of Carealot. Everyone had been amazed at the rapid growth of the borough of Social, and the big city of Adaptability was booming. Here many of the citizens lived in groups. The committee felt very "groupish" themselves and even appointed a research resource person. It was frightful to learn in Social that another arterial highway bisected the borough and it was perfectly possible to traverse all of Carealot and never go outside the borough of Social. "Oh, to be sure," said the inhabitants, they knew that Psychic existed and as a matter of fact they sometimes sent produce to Psychic, but it was evident that Social was *the* borough. "Please note its recent growth and its tremendous view." (It had lots of mountains) "Oh yes," the people of Social assured the committee, they revered the king, but they did wish that people would address him by his first name alone. Everyone knew that first names were proper names.

The committee noted all this down in their small black books.

There was one more borough to visit in Carealot, but it was sort of small and the committee almost ignored it. Really, if the chief philosopher hadn't insisted, I doubt if they would have gone at all. But finally, they hired a pack train and journeyed on to Physique. It was sort of run down and not too well taken care of, and the main city of Muscleville was only a ghost of its former self; but it did exist. The people of Physique were bitter and loath to admit that the other two boroughs even existed. It seems as if Physique had at one time occupied almost all of Carealot, and now it was just a shadow of itself. It mightn't have been so difficult to lose ground if the other two boroughs had still traded with Physique, but they didn't. Why, as a matter of fact, some of the towns in the other boroughs had refused to have anything to do with Physique at all—they even denied its past history. To be sure, there was a road through Physique; an arterial highway. But the people seldom took it although it went clear across Carealot. And it was possible to get through Carealot without running into Physique at all! The people of Physique admitted that they mostly thought of the king as "P.E.," but if they were forced to call him anything officially, why everyone knew that last names were preferable.

And the committee noted all of this in their small black books.

So the committee with its ten wise men and one chief philosopher reported all of this to the king. They had no recommendations to make; they only presented the facts. But the king noted right away that several things were obvious.

First, there were three arterial highways that bisected Carealot and they never joined together. Then, the boroughs were not equal and perhaps their attitude left something to be desired. And the committee of ten wise men and one chief philosopher nodded in agreement.

Then the king, good, wise, knowing Socio Psycho Somatus the Second had an idea! He called in his chief mapmaker and asked him to draw up new road plans for Carealot. Roads that had zigs and zags at times, that were straight and true at other times; but roads that passed through all of the boroughs all of the time.

And so it came to pass that it was impossible to journey through Carealot without visiting the entire country. The citizens became acquainted! And the foreigners saw the worth of Carealot (and its bad features as well) but they had such a good time, and the people of Carealot were so friendly and understanding that the foreigners came back often, *even after they grew up.*

And then one thing more. The king insisted that he be called by his complete name; but he never hesitated on any occasion to let everyone know that he preferred to be called Somatus. And he was a very wise king.

Success and excess never make a good team.

We must first make our habits, then our habits make us.

Kindness: a language the dumb can speak and the deaf can hear.

Pre-Season Conditioning Exercises for College Swimmers

Magnus Syverson
George B. Pearson

SINCE THE 1956 Olympics, there has been increasing interest in the possibilities of improving swimming performance by pre-season training and conditioning. For the purpose of determining current practices of college swimming teams in regard to this subject, the writers investigated the problem by sending a questionnaire to each of the 201 colleges and junior colleges in the United States that had a swimming pool on its campus, or included swimming as part of its intercollegiate program..

The questionnaire was constructed to determine the extent and type of pre-season exercises used by the colleges for intercollegiate swimming. Copies were then sent to the athletic director or varsity swimming coach of the colleges. The data was then tabulated from the return of 168 (84%) of the 201 questionnaires. Sixty-nine percent of these colleges had a pre-season conditioning exercise program. Of those colleges, 42% continued their exercise program during the entire season, while 58% of the colleges dropped all land exercises after their first swimming meet.

There seemed to be general agreement among swimming coaches that pre-season conditioning exercises, out of the water, were essential for the development of strength, endurance and flexibility (which could not be achieved in the actual swimming activity alone). Other important physical factors that were mentioned by most coaches were cardio-respiratory fitness, coordination and relaxation.

Of the 83 colleges that included pre-season conditioning exercises in their program, it was found that 99% used stretching exercises, 86% used free movement exercises, 84% included body weight resistance exercises (such as chinning on the high bar, push-ups, dips on the parallel bars, squat jumps, etc.), 70% used light pulley weight exercises, 33% used barbell exercises, 24% used dumbell exercises and 24% used heavy wall pulley weight exercises.

Many of the swimming coaches answering the questionnaire in the study felt that pre-season conditioning exercises were also of psychological benefit to swimmers. Coaches felt that land exercises promoted better discipline on a squad, developed higher team morale and developed better competitive spirit among team members.

As mentioned previously, 31% of the schools studied had no pre-season conditioning program. Most coaches from these schools believed that a pre-season conditioning program had some merit, but felt that the time available could be better spent on teaching and reviewing fundamentals of swimming. Some coaches felt that the only way to develop swimmers was through swimming in their specialized events. All colleges not including pre-season conditioning exercise programs used some other method of conditioning for developing varsity swimmers prior to opening the regular competitive season. Most of these schools emphasized distance swimming while some required swimmers to participate in other activities, such as handball, wrestling, gymnastics, weight training and basketball.

CONCLUSIONS

1. It was the feeling of 100% of the swimming coaches that answered the questionnaire that pre-season conditioning exercises had some merit.

2. Sixty-nine per cent of the coaches felt that pre-season conditioning exercises were a necessary part of the swimming program and included this phase in training.

3. Thirty-one per cent of the coaches felt that within the limited time period for swimming, emphasis should be placed on teaching fundamentals rather than devoting any portion of their program to pre-season conditioning exercises.

There appears to be considerable use of many varieties of pre-season exercises for swimmers. It is hoped that this presentation will be of value in indicating the trend at present in the area of aquatics.

Apologies!

In the May issue, the excellent article on a Short Satire on Tall Goons written by Dr. Langston at Eastern New Mexico was erroneously credited to Dr. Taylor Dodson of North Carolina. In the eight years of publication this is the first time, and we hope the last, that such an error will appear in print.

High School Athletic Injuries: A Proposal

Gene A. Logan

IDEALLY, SECONDARY SCHOOLS sponsoring an interscholastic athletic program which includes football, should employ the services of a qualified full-time athletic trainer. A survey of high schools having an enrollment of 500 or more students by Cole,[1] indicated that not more than one school in 50 had full-time athletic trainers. Cost is the most frequent reason advanced by school and athletic administrators for not providing such services.

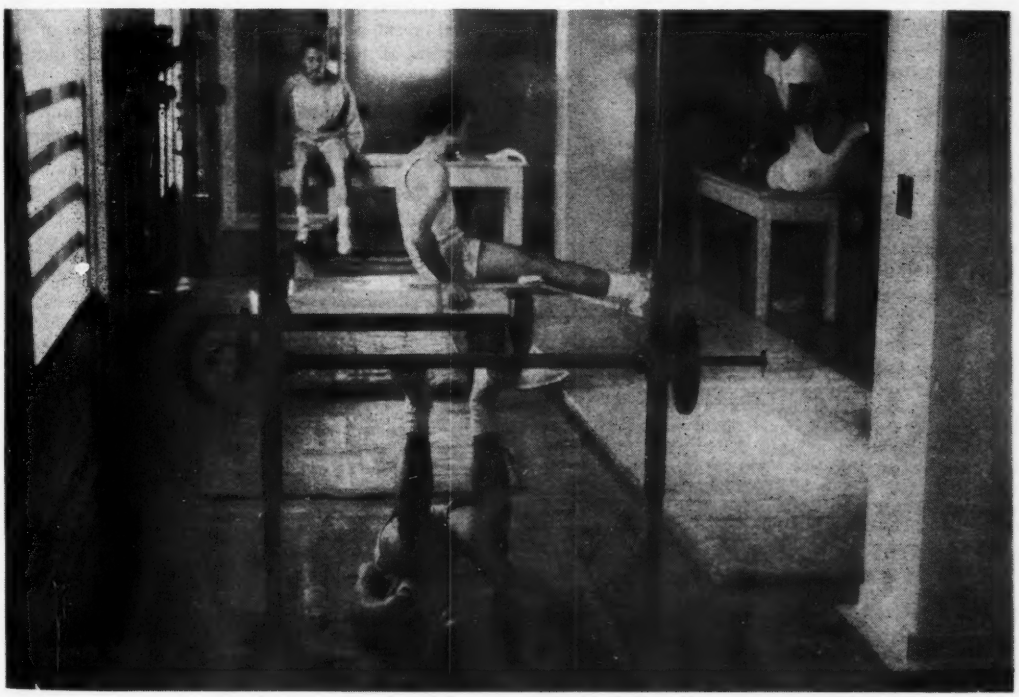
The following methods were utlized: 1. part-time atheltic trainer, 2. coaches taking over training duties, 3. student trainers, 4. school nurse, and 5. sending players to local college trainers. However, adequate and appropriate services must be provided for the injured athlete, and here is a possible solution to this problem.

In all probability, over half of the injuries received in athletics involve the joints of the extremeties. In a recent study involving approximately 500 football injuries serious enough to require medical attention, it was found that approximately one-third were to the ankle and knee.[2] The prevention and rehabilitation of these injuries is perhaps the most important task of the athletic trainer.

A Suggestion

In view of these factors, it would seem possible to enlist the services of a staff member who is interested, or the adapted physical education teacher, if the school has one. This staff member is the logical person to serve as the athletic trainer especially if he has had scientific preparation in physical education and has a specialized interest and experience resulting from daily contact with injuries similar to those found in athletics. The adapted physical education teacher should have the following knowledges and understandings as part of his preparation:

1. Examination, care and prognosis of frequently occurring injuries.
2. Physiological and psychological effects of injuries.
3. Pre-season conditioning.
4. Prevention, rehabilitation and prevention of recurrence of injury.



A Well-Equipped Exercise Room

5. Medical terminology for the interpretation and implementation of the diagnosis and recommendation of the school physician.

A large percentage of the disabilities found in adapted physical education classes involve the rehabilitation of joint injuries. Athletes with these types of injuries could benefit by enrollment in such classes.

It is common practice in the employment of male physical education teachers to require that part of the working load include coaching responsibilities. In the case of the adapted physical education teacher, or other staff members, part of his working load would be the care of athletic injuries for all sports. In other instances, he would receive extra pay similar to that provided for coaching.

Advantages

A major advantage of this proposal is that coaches now involved in the care of injured athletes, particularly those requiring pre-practice and pre-game preparation, would be free to spend more time actually coaching. Usually when an injury occurs in practice, the coach must stop to care for the injured athlete, which often results in the remainder of the team being left unsupervised. However, as proposed, the adapted physical education teacher as athletic trainer would immediately assume responsibility for care of the injury, permitting the coach to continue with practice. This would result in more attention and better care being given the injured athlete.

The Plan

Adapted physical education classes could be scheduled just prior to the athletic practice period in the afternoon. This would provide an opportunity for the adapted physical education teacher to develop and administrate an individualized program for the injured athlete which would serve for: 1) prevention, 2) rehabilitation and 3) prevention of recurrence.

Exercise applied in the right amount and at the proper time is a valuable factor in preventing and rehabilitating athletic injuries. The utilization of the following principles should provide the basis of the exercise phase of the care of athletic injuries:

1. Most joint injuries may be prevented through the use of strength developing exercises.
2. Strength is developed by maximum resistance employing few repetitions.
3. Muscles, acting in conjunction with ligaments, are the major stabilizers of the joints of the extremities.
4. Muscles, if kept inactive due to injury, waste away (atrophy).
5. Ligaments, once torn, will not return to their original length except by surgical procedures.
6. To increase stability of the injured joint, increase muscle strength.
7. Proper exercise reduces vulnerability of joints to recurrent injury.

Concluding Statement

There is a need for extra, specialized help in the care of athletic injuries on both high school and college level. An interested faculty member, or the adapted physical education teacher may be the logical person for this task. If the plan which has been presented and the principles listed are followed great strides will have been made in the direction of greater safety, better care, and quicker return to full service of the injured athlete.

1. Cole, Richard K., "The Athletic Trainer in Secondary Schools," *The Athletic Journal*, 15-53, April, 1954.
2. *Minutes of Twenty-Fifth Meeting of National Federation and National Junior College Football Committee*, Chicago, January 3-4, 1957.

Facts About Feet

Recent research into fungous infections of the feet has given us some new ideas about so-called "athlete's foot." These studies indicate the presence of fungi on the feet or exposure to them when walking in contaminated areas is not likely to cause trouble when the skin of the feet is in healthy condition. The fungi seem to cause active disease only when local skin resistance is below normal.

It has long been known the fungi thrive best and are most troublesome under moist conditions The following positive preventive measures are therefore recommended:

1. Thorough drying of the feet, particularly between the toes after showering, bathing or swimming.
2. Wearing properly fitted shoes designed to conform to the shape of the foot. In hot weather, perforated or ventilated shoes are preferable.
3. Changing socks frequently, particularly in warm weather. Cotton and wool, because they absorb moisture, are the best materials.
4. Frequent bathing (and careful drying) of the feet. Talcum sprinkled on the feet and between the toes helps to keep them dry.

The use of footbaths or other efforts to "sterilize" feet, shoes or socks are useless and may even be harmful. This is also true of attempts to disinfect floors in and around showers or swimming pools with strong chemicals. Plenty of soap and water, at frequent intervals should replace such efforts.

When actual fungous disease occurs, medical attention is essential. Self-treatment may aggravate the condition and can result in serious secondary infection.

The National Federation in Cooperation with the American Medical Association

The Role of Fact and Theory in Research

D. B. Van Dalen

THE AVERAGE MAN thinks the scientist deals with facts and the philosopher is concerned with theorizing. To the layman, facts and theories are diametrical opposites. He thinks facts are definite, real, concrete and their meaning is self-evident. Theories, in his opinion, are mere speculations that cannot become facts until sufficient proof is found to support them.

The scientist knows that isolated, random facts can contribute little to the advancement of knowledge. Consequently, he does not rely solely on induction—observing facts, but also engages in deduction—theorizing about facts. Realizing that facts do not speak for themselves, he tries to see relationships between facts or some way of ordering them in a meaningful way. The scientist holds that theories and facts are reciprocally interdependent. That is, theories are not mere speculations, for they are built upon facts; and when facts are gathered, ordered, and seen in relationship, they constitute a theory. Theories provide natural and logical explanations for facts.

Because theorizing plays a much greater role in research than most people realize, the following paragraphs will explore some of the ways it contributes to the advancement of knowledge.

Theory defines the relevancy of facts.

To do research, man must determine what kind of phenomena they should study. Scientists cannot collect facts about everything. They must narrow the area of their interest. For example, investigators may study the game of baseball in the sociological framework of play, or in the physical framework of stress and velocity, or in the economic framework of supply and demand. By constructing a specific theoretical framework for their investigations, scientists determine what kind of facts are relevant to each study. Facts do not identify themselves as relevant, only a theory can do that.

Theory develops systems.

Every science develops a structural foundation to facilitate research. Scientists in each field construct theoretical frameworks for classifying their facts. Geologists develop systems for classifying rocks, and botanists develop systems for classifying plant life. Research workers in each field also develop certain terms or concepts which serve as short hand symbols that represent major processes or objects in a given subject matter. These concepts make it easier for scientists to communicate their findings. These specialized scientific vocabularies often are unintelligible to the layman, but the concepts or shorthand symbols convey considerable compact information to the scientist. If scientists did not develop theoretical structures, he would be seriously handicapped in his work and unable to advance knowledge.

Theory summarizes facts.

Theorization is used to summarize the fundamental knowledge within a given field. These summaries range from relatively simple generalizations to exceedingly complex theoretical relationships. A summarization may merely describe the observations man makes of a given phenomena. For example, in a study concerning the practice of granting varsity letters, an investigator may summarize his observations in a set of descriptions. On a somewhat higher level of summarization, an investigator may construct generalizations about the relationships between phenomena. For example, he may summarize the relationship between varsity letter, honor rolls, certificates of achievement, and honor societies by generalizing that these phenomena are means of motivating pupils or means of giving recognition for high attainment. Theorizing on a still higher level may lead to an attempt to integrate some of the major empirical generalization made by scientists into a more comprehensive theoretical framework. Einstein endeavored to do this in his theory of relativity.

Theory predicts facts.

A generalization about data made by the theorizing process enables the investigator to predict the existence of unobserved instances conforming to the generalization. For instance, educational psychologists have made the following generalization: When children learn a baseball-throwing skill much improvement occurs during the initial learning stages. Thus, educational psychologists can predict that a child learning any similar skill will experience an initial achievement spurt. Correspondingly, they can predict that where children have practiced these skills, the pattern of improvement made will conform to the theory. Theory, therefore, can predict where no data is presently available. Theory directs the attention of research worker to particular phenomena. It tells him what facts he should be able to observe. Thus, theory is a powerful beacon that scientists can use to extend knowledge.

Theory points need for further research.

Since theories generalize about known facts and predict facts, they also indicate areas where knowledge is deficient. Theories, particularly in the social sciences, may lack supporting evidence in one or more aspects. Such theories need further supporting evidence to provide the maturity and vitality essential for their proper functioning. Because theories suggest where evidence is lacking, they are an excellent source to turn to when in search of research problems.

In pushing back the frontiers of knowledge, scientists are very dependent upon the process of theorization, but they cannot construct or confirm any theory without the aid of facts. Theories and facts interact constantly. One depends upon the other. They are inextricably interwoven.

Facts stimulate theorization.

The history of science is replete with instances of simple observations of facts that have led to well-known advances in human knowledge. For instance, when Archimedes observed water overflowing while he was taking a bath, he grasped the principle of displacement. When Newton saw an apple fall, he developed the principle of gravitation. When Watt watched steam escape from a teakettle, he visualized the principle of steam power. Thus facts can stimulate the theorizing process. Of course, everyone is not capable of leaping from a fact to a theory; many men made the same observations as Newton, Watt and Archimedes without being intellectually stimulated. Facts can only initiate theorization when an alert, disciplined, and imaginative mind observes them and mentally constructs a possible explanation for them.

Facts test theories.

Facts determine whether a theory can be confirmed or should be rejected or reformulated. After constructing a theory about some aspect of learning, an educator may find many facts that conform to his theory. These facts tend to strengthen the theory. However, the educator may find facts that do not confirm the theory. These facts indicate a need for either rejecting the theory or reformulating it to fit the new facts. It is upon facts that theories eventually must adjust.

Facts clarify theories.

Theories are refined and clarified as knowledge accumulates. For example, theories in the new social sciences are apt to be elusive and ill-defined. But further observation and experimentation may reveal facts that not only agree with the theory, but also state in detail and with precision what the theory states in a general way. Thus, facts help in clarifying and redefining theory.

Summary.

There is a constant and intricate relationship between fact and theory. Facts without theory or theory without facts lack significance. Facts take their significance from the theories which defines, classifies, summarizes, and predicts them. Theories possess significance when they are built upon, clarified, and tested by facts. Thus, the growth of science is dependent upon the accumulation of pertinent facts and the formulation of new or broader theories.

Movement

S. F. Caldwell

To see the joy of effort
when
An excitement eyed, pig tailed girl is "it"
or
That red haired, freckled face stands on its head
as
The tomboy, bloomers blowing, skins the cat
while
Horses, rabbits, elephants, giants, rocket ships soar
for
Sheer delight and zest
of
Space conquered by movement
then
Suddenly freeze, immobile!
is
Mirrored in the minds of all
who
Teach the young
The wisdom of the body.

Success and excess never make a good team.

We must first make our habits, then our habits make us.

Kindness: a language the dumb can speak and the deaf can hear.

A man who loses his temper, usually loses.

Developing an Extramural Sports Day

Taylor Dodson

THE TWELTH ANNUAL Big Four Sports Day was held at Wake Forest College, Winston Salem, North Carolina on May 7, 1958. Over two hundred boys from Duke University, North Carolina State College, the University of North Carolina and Wake Forest College participated in eight activities. These boys were the top intramural participants from their respective schools and were not "varsity" participants in any sense of the word.

This event, the brain child of Walter Rabb, Intramural Director and Baseball Coach at the University of North Carolina, has grown from a softball tournament in 1946 between the "Big Four" colleges in North Carolina. Activities were added over the years until badminton, golf, handball, horseshoes, softball, table tennis, tennis and volleyball are now included. Single elimination, consolation tournaments on a team basis are conducted in each of these activities so that first, second, third and fourth places are determined.

First round opponents in each activity were determined by lot the first year the activity was included. Thereafter, first round opponents have been determined on a round robin tournament basis.

The same plan is followed in all activities except golf. The four man golf team is ranked from one to four and placed in flights according to rank. The tournament is on an 18 hole match play using Nassau scoring system. By this scoring system each ranked player may win one point on the first nine, one on the second nine and one of the eighteen holes from each man in his flight. Or, he could lose or halve the points. Team totals are used in determining places in the tournament.

The team is the unit which loses or advances in the other tournaments. Softball and volleyball use regulation teams. Table tennis teams are made up of four men with two playing singles and one doubles match being played by the other two men. Teams in badminton, horseshoes, handball, and tennis are made up of five men comprising two doubles and one singles.

A supervisor is provided by the host school for each of the activities. His job is to see that the correct teams were paired against each other and to record the results of the match. No officials are used in the individual events, but in softball and volleyball each school furnished one official. These officials are used in the games which did not involve their own teams. In this way, two officials are available for each softball and volleyball game.

Points are awarded on the basis of four for first, three for second, two for third and one for fourth place. The winner of the Sports Day receives a large, handsome, rotating trophy. His name is inscribed with the year in which it was won and the trophy is kept by the winning school for the next year. If a school wins the trophy three times it is retired to the permanent possession of this school and a new trophy is purchased. The trophy is paid for by the intramural departments of the four participating schools.

The host school for the annual Big Four Sports Day rotates from one college concerned to the other. No matter who the host school is, the same general pattern is followed in organizing and administering the Sports Day. The host intramural director calls a meeting of all other directors and their assistants for late winter (usually about the end of the basketball season). This planning session is usually a dinner meeting and the various schools take care of their own expenses.

At this meeting, previous years' programs are reviewed and activities are added or deleted according to the wishes of the group. The general and specific rules under which the Sports Day will operate are discussed and changed to fit prevailing conditions. A date and an alternate date are agreed upon. In addition to a planning session for the Big Four Sports Day, this meeting results in an exchange of material, ideas and solutions to mutual problems of the intramural directors.

The host director follows up the meeting by preparing a program for the sports day. This is mailed to each participating school along with any sketches, diagrams or descriptions of playing areas which will be needed to facilitate the location of various areas by visiting teams. Other items that the host director needs to consider are dressing rooms for visitors, guides, photographer, equipment, scorekeeping, and assignment of supervisors and other officials.

The one rule that is followed is that in order to represent his school the boy must be eligible to participate in intramurals at his home school. This eliminates current members of freshman or varsity squads and varsity letter winners from participating in the sport in which they are squad or letter winners.

The purpose of the Sports Day is to provide extramural participation on the best intramural skill level. Consequently, some schools bring the campus intramural champs in certain activities. Others pick intramural all-star teams to make up their representative in the Big Four Day. Whatever the method of selecting the teams, the result is a solid afternoon of good fun and fellowship in keeping with the best traditions of sportsmanship and fair play.

Editor's note: Anyone interested in considering such a program should contact the author for a copy of the official program for 1958, and additional suggestions.

Edited by Ralph L. Wickstrom

Note: The purpose of this column is to present a summary of various precedures which are being utilized in contemporary physical education through a description of their advantages, disadvantages and special characteristics. The hope is that such treatment will increase the reservoir of concepts, devices, techniques, and procedures from which a better selection of methods might be made for the more effective conduct of the program in physical education, in health education and safety, and in recreation.

Our readers are urged to send in suggestions, ideas, and specific contributions to R. L. Wickstrom, University of Wichita, Wichita, Kansas.

Techniques for Presenting Basic Stunts on the Trampoline: Part I

THE TRAMPOLINE IS a relatively new piece of apparatus and is not yet a part of the core of physical education programs in the public schools. Its increasing popularity, however, will soon require more schools to include instruction on it. A restrictive factor at the present time is the lack of knowledge and experience on the part of teachers. This problem can be met by the sharing of ideas and teaching techniques by those who have had experience. Much remains to be learned regarding the techniques of teaching trampoline stunts to youngsters who are rank beginners or who have had limited experience in this type of activity. Trampoline instructors must be constantly aware of new teaching methods so student learning will be more effective and more rapid.

Trampoline is a piece of apparatus that appeals to children and there is a natural desire to participate on it. This strong natural interest must be capitalized upon and sustained by providing satisfying participation and experiences which lead to effective and rapid learning. A proper introduction of trampolining and careful organization of classes will produce amazing progress in a short period of time.

Class Organization.

Not more than ten to fifteen children should be assigned to a single trampoline. The smaller the class is the more time there will be available for student participation and the more often each student will be able to take his turn. If more than fifteen students must use one trampoline for class instruction there will be insufficient participation to maintain interest and learning will be reduced to a minimum. The writer strongly feels that a single trampoline is not sufficient equipment to justify the teaching of trampoline in a regular physical education class containing the usual number of students.

When several trampolines are available the students may be divided into groups, each being assigned to a particular trampoline. Assigning different groups to different trampolines on alternate days helps the students to generalize their skill and not become habituated to a particular piece of apparatus. If there is a difference in the newness, quality, or resilience of the various trampolines, it is shared by all in the class by employing the rotation technique. Retaining the same groups allows the instructor to save time at the beginning of the period by quickly assigning a group to a particular trampoline. This eliminates the confusion that would result from permitting students to make a choice of apparatus or saves the time required to formulate new groups.

Maximum participation may be achieved if the amount of practice during each student's turn on the equipment is limited. This procedure will provide for a greater total number of trials per student during the period. This device has several advantages: (1) the performer will not become fatigued, (2) interest will remain at a higher level with more frequent turns, (3) the performer may benefit by watching the performances of the others in his group, and (4) a larger number of stunts or combinations of stunts may be presented during a period. Two trials per turn are adequate under most circumstances. Unsuccessful as well as successful

trials are counted as part of a turn. Occasionally the instructor may find that it is wise to permit a particular student to have an additional trial. Helpful hints may be suggested when the student makes an error on his first trial and detailed corrections made when he has dismounted after his second trial. In this manner class pace will not be disturbed and corrections can be made which contribute to individual learning.

There are several methods of taking turns on the trampoline. Each must be viewed from the standpoint of safety and speed.

A. Circling method. The students space themselves evenly around the apparatus. A mat is placed on the floor at one end of the trampoline with the near edge even with the frame of the apparatus. This is the end for mounting and dismounting. The first performer mounts the trampoline, takes his turn and dismounts at the same end. The students move one position clockwise and the next performer mounts. The students remain equally spaced around the trampoline at all times for proper safety. This procedure continues until all members of the group have had a turn and the first performer is back in his original position. Advantages of this method include more student action because of frequently changed positions, a system of order for taking turns, an opportunity for students to observe performers from a different angle, and lack of conflict between the mounting and the dismounting performer.

B. On-Near, Off-Far method. The students space themselves evenly around the trampoline as in method A with the mat placed on the floor at one end. The end of the trampoline with the mat is the dismounting end for this method and the opposite end is for mounting. After the first performer mounts all students move one position clockwise and readjust in order to be evenly spaced for safety. When the performer finishes his turn, he dismounts at the far end of the trampoline, turns left and goes to the end of the circle. At the same time the next person mounts and the group moves one position clockwise. This system continues until all students have had a turn and the first performer is back in his original position. The chief advantage of this method over method *A* is the saving of a small amount of time on mounting and dismounting. But an anxious performer sometimes mounts before the one before him has had time to dismount and confusion ensues.

C. Stationary method. Mats are placed on the floor around the entire trampoline. The students space themselves evenly around the apparatus and each mounts and dismounts at this position. Performers take turns in a clockwise rotation with an adjustment to fill in the vacant position for proper safety. Drawbacks to the use of this method are that more mats are required than are usually available and the amount of time for removing equipment at the end of the period is increased markedly.

Safety Procedures.

Proper safety instructions must be emphasized and constantly enforced. Posted safety rules are a constant reminder of the correct procedures. The first class period during which there is participation on the trampoline is the best time to present the safety rules because no habits in this regard have been developed. The fewer the safety rules the easier they will be to remember and the more readily they will be accepted. Some of the more common rules with explanation and justification are as follows:

1. *At least four spotters must be present before anyone may jump on the trampoline.* One spotter is stationed at each end and one at each side. The duty of the spotter is to push the performer back on the trampoline if he should lose control of his body and start to fall off. If it is not possible to push the performer back on the apparatus, the spotter must try to catch him with particular attention to the protection of his head and neck. The correct position of a spotter is standing with his body against the frame of the trampoline, one foot placed on the floor behind the other for stability, and hands on or above the frame. This position of readiness must be observed during the entire time there is someone performing on the apparatus. Attention of the spotters must not be diverted from their task for any reason. It is recommended that the instructor not violate this safety rule even though there is no danger when he is performing simple stunts.

With children at the junior high school age level or younger, a special problem in spotting is noticeable. These children being relatively short have difficulty in reaching a performer until he has nearly fallen against the frame. It is necessary for these children to be as close as possible to the frame with their hands held in front of their bodies at least chest high in a state of constant readiness if spotting is going to be effective. The relatively short attention span of children this age is an additional complication with respect to proper safety and spotting readiness.

2. *Performers must wear shirts and clean socks when on the trampoline.* This is an attempt to keep the trampoline bed as clean and sanitary as possible. Long-sleeved shirts and long trousers may be permitted as part of the uniform for this activity because there is needed protection against mat burns or minor abrasions which occur as a result of the incorrect landings which are typical in the performance of beginners. If abrasions do occur, the area involved should be protected until it is completely healed.

3. *Only one person is permitted on the trampoline at one time.* Dual performance is for circus performers, professionals, and advanced students in demonstrations.

4. *Students should attempt only those stunts which have been presented in class and practiced under the supervision of the instructor.* The trampoline is a piece of apparatus which offers a tremendous challenge to the skill of the student. Good judgment is often overruled in a moment of daring response to this challenge. The tendency for students to try to outdo one another is contagious and may have catastrophic results. Proper attention to progression must be emphasized.

5. *Dismounting from the trampoline should be done with a vaulting motion, starting with one hand on the frame and landing on a mat which has been placed on the floor.* Bouncing from the apparatus when dismount-

ing is extremely dangerous because the floor does not have the same resilience as the bed and most performers do not adequately absorb the shock of landing.

6. *All stunts should be done from the middle of the trampoline bed unless other instructions are given by the teacher.* The center of the bed tends to throw the performer straight upward so that when he lands he will return to the center and be able to recover in preparation for doing another stunt. This is called *spotting* one's bounce. Landing at the side or the end of the trampoline bed will tend to throw the performer upward at an agle and he will have difficulty in controlling his performance.

7. *A low bounce is used in doing all basic stunts on the trampoline.* Uncontrolled high bouncing has no value and is dangerous both for the performer and the spotters. High bouncing causes students to become lazy and they delay their movements until it is too late with unsatisfactory results. A high bounce is indicated for beginners *only* when performing a stunt which requires height and additional time for execution.

Approach to teaching.

The teaching progression for trampoline should be rapid but with many steps, each separated by a small increase in relative difficulty. This procedure lends variety, creates interest, and provides a challenge to rapid learners and more skilled performers. The expectation of the teacher regarding student learning during the early periods of instruction should be high because learning *is* rapid and most students are able to show satisfactory progress.

At the beginning of the unit on trampoline, teacher emphasis must be placed on achievement rather than on form. A basic form for performing a given stunt is necessary, of course, but the refinement expected of advanced performers will come only with practice. If form is minimized during the early instruction, progress will probably be more rapid and interest retained at a significantly higher level.

A primary concern of the teacher must be to find teaching techniques which will save instructional time and provide for a maximum amount of student practice. An effective device for presenting new stunts is modified mass practice on the floor. For instance, after the instructor has given instructions and demonstrated the seat drop he may have the students assume the proper landing position on the floor that is required in doing the basic drop on the trampoline. In this manner he can quickly ascertain that each student understands his instructions and knows the proper landing position. If the instructions have been inadequate and the students demonstrate a confusion regarding the correct form required in doing the seat drop, he may review his instructions and demonstration and save what might have been many minutes of ineffective practice.

"The Champ"

C onditioned for the task supreme;
onfident in coach and team;
ourageous when the going's rough,
hampions never say "enough."

H eart, to meet the game's bad breaks;
eads, to know just what it takes;
ands, that work through thick and thin;
onest champions play to win.

A mbitious to develop now
bilities that god endows,
iming high to meet the test
champion want to be the best.

M arked and watched where'er he goes;
odel traits he has to show.
anliness, if in defeat,
odest in the victor's seat.

P ractice, practice, ever on the move,
lugging daily to improve.
erfection? That he'll never see,
eerless champs just try to be.

—C. M. Cosh, Vineland High School (N. J.)

The Referee

(Lament of a Disqualified Player)

The Referee runs up and down
And tears his thinning hair.
He yells and blows his whistle with
A John L. Lewis air.
He glowers when I take a step
Or brush against my guard
And if I chance to hack a man
He throws the book—and hard.

The Referee's a flighty bird;
He has an eagle eye.
I can't get any foul past him
No matter how I try.
But if my guard hangs on my neck
Or smacks my ears down flat,
The Referee ain't lookin', or
He's blind as any bat.

The Referee's a hard-boiled egg,
A domineering guy.
And if I try to sass him back
I kiss the game good-bye.
I take his bum decrees and smile
Don't say what I'd like to say.
But the son-of-a-gun is psychic
He throws me out for just
Lookin' that way!

—H. V.'s Athletic Anthology

Edited by C. O. Jackson

Physical Education in Yugoslavia

Miro Mihovilovic*

YUGOSLAVIA IS SITUATED on the Balkan peninsula. The nearly nineteen million inhabitants consist of Slaves: Serbs, Croates, Solvenes, Montenegrins, Macedonians, Bosnians, and Hercegovinians, most of whose ancestors came to this country in the sixth and seventh centuries. From their immigration on, the people of Yugoslavia have fought constantly with various aggressors for their existence. In the First as well as in the Second World War, the Yugoslavs fought together with America, France, Britain, and Russia, for their and other people's freedom.

Yugoslavia has a common frontier with seven countries: Italy, Austria, Hungary, Roumania, Bulgaria, Greece, and Albania. Yugoslavia is a Federal People's Republic, and contains six autonomous republics: Serbia (capital Belgrade), Croatia (Zagreb), Slovenia (Ljubljana), Montenegro (Titograd), Bosnia and Hercegovina (Sarajevo), Macedonia (Skopje). The capitol of the country and the residence of the Federal Government is Belgrade.

During its historic development, the cultural level of individual people reached a high degree. All types of arts, painting, sculpture, artistic and folk music, dances, especially folk-dances, various forms of literature with a rich folk-poetry, are prominent. The period of Yugoslavia's development after the Second World War has been remarkable in the cultural, economic, and social areas. This progress has also created conditions furthering the development of physical culture.

Organization of Physical Culture

The highest institution, leading the general policy of Physical Culture in Yugoslavia is the Council for Physical Culture of FRRY, which is a state-social organization, composed of representatives of different federations of sport, gymnastics, and others, and includes prominent experts in various areas of science (experts in physical education, in sport-medicine, in pedagogy, techniques, sociology, etc.). This Council is an institution of the Federal Government.

Such a Council for Physical Culture is attached to the government of every republic. In the various districts and communities there are also councils of physical culture, concerned with problems in this field in their territory.

There are also existing Sport-Federations for individual sport branches as part of society organizations who guide their sports through smaller district federations. Sport is further organized into clubs and societies. A special gymnastic-federation called "PARTIZAN" Federation has been organized, and it has its societies in various districts and communities.

The experts in the various areas concerned with physical culture have their separate professional organizations. There are also societies for physicians of sport-medicine, teachers and professors of physical education, sport instructors and coaches, gymnastic demonstrators, technologists, engineer-section related to physical education and so on.

Physical Education in Schools

Physical education is a required subject in all types of schools. Special plans and programs are developed for every school need. The selection of education-material, the application of methods, dosage, and so on, all depend on the age of the students, the sex, the character of their learning ability, and other factors. There are special programs for industrial schools, and a separate one for secondary schools, primary schools, training colleges, etc.

In the programs there is instruction of two or three lessons a week, plus a full afternoon of participation in sports. The students have their own system of sport-competition in which they first compete class against class in the same school, and later, selected pupils participate in inter-school competition. There is competition in athletics such as bas-

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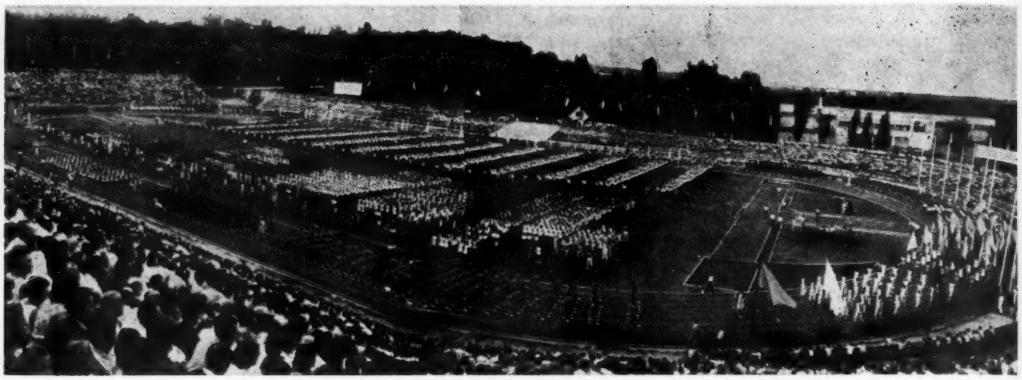


Opening of International II. Gymnaestrade 1957. Zagreb, Yugoslavia.

ketball, football, handball, tennis, table tennis, swimming, rowing, skiing, cross country, and gymnastics to name the majority.

In the 17,749 different schools in Yugoslavia there are more than two million students and 1,140 teachers of physical education. One teacher would therefore be responsible for the instruction in an average of fifteen schools, of 57 classes, or 1,860 students. Through the use of new plans and programs of physical education, an increase of from two to four lessons a week is foreseen. This of course will make it imperative that almost four thousand more teachers be secured.

Along with the building of new schools, new gymnasiums and grounds for physical education are also being added. Every school has its own playground.

The Education of the Teaching Staff

There are special schools in Yugoslavia for educating the teaching staff. There are three types of schools, the secondary schools of physical culture where teachers of primary schools are educated during a four-year period. Such primary schools cover a period of eight years and all youngsters from seven to fourteen years of age are required to attend. In order to be accepted as a student of physical culture in the secondary school in this area, one must have finished the four lower classes of the secondary school.

The higher pedagogic schools are preparing teachers for the lower classes in the secondary and industrial schools, along with other subjects such as biology, modern languages, geography and so on. One must have finished a full secondary school followed by an examination, or attendance at a training college in order to be admitted to this type of school.

The high school of physical culture prepares professors for the upper classes of the secondary schools, and the university level. Such a school has a program of study of four years, and its faculty has similar rank to the university. To be accepted as a student, one must have finished the entire secondary school and passed an acceptable examination. There are at present thirteen schools with more than a thousand students preparing to become teachers of physical education.

Institutes for Physical Culture

Besides the schools already mentioned, there exist eight institutes concerned with the study of problems in all areas of physical culture. In these institutes, in addition to the scientific work, the teaching staff in sports is also educated in diverse courses and seminars. The program is divided into several sections and departments; theory and practice of physical education, sport medicine, recreation, buildings for physical education, physical education in schools, pedagogy, economic questions, psychology, and other matters such as statistics and documentation.

Physical Education in Universities

Physical education here is carried on by the free, voluntary social activities of the students. The organization centers around the Federation of Students, especially the committee for sports. During the year, competition is carried out by a special system, first between the individual faculties of the same university, and then between universities in Yugoslavia. Numerous competitions are carried on the same way with students of universities in other countries. The university authorities provide the equipment needed for the physical education of students.

Sport and Gymnastic Organizations

There are more than six thousand sport organizations with almost nine hundred thousand active members. They have more than five thousand sport playgrounds and athletic field at their disposal, and there are almost nine thousand qualified experts

(instructors, coaches, and gymnastic demonstrators). The majority of these are amateurs, and only six hundred and twenty-nine are paid for their duties.

Every sport federation in Yugoslavia is a member of the corresponding International Federation, i.e., the Swimming Federation is a member of the F.I.N.A., the Football Federation, of the F.I.F.A., the Federation of Physical Education, "PARTIZAN" is a member of the F.I.G. and so on. The Yugoslav representative top sportsmen are constantly participating in European and World Championships in several areas of sport. The Yugoslav Olympic Committee is a member of the C.I.O. and promotes Olympic ideas as well as planning and encouraging preparation for the Olympic Games. Yugoslavian teams have successfully participated in the recent Olympiads.

Popular Competitions and Mass Performances

To include as large a number of people as possible in the Movement of Physical Culture throughout Yugoslavia, there are organized: Rural Sport Games for villagers, Worker's Sport Games for those in factories, enterprises and institutions. Secondary-School Games for the youth, and University Games for students. The programs of these popular competitions are very simple, and carried on so they can develop the universality of competitors. Hundreds of thousands of competitors take part in an easy, amusing, and interesting way. The participation is an excellent instrument of recreation.

Besides these popular kinds of activity, the Societies for Physical Education "PARTIZAN" organize mass performances of its gymnasts called "slets", where gymnasts of all ages, from seven years to the oldsters show their abilities. These "slets" are a review of a varied and mass program. In 1955 there were more than one hundred thousand gymnasts who took part and in the same year, 1,401,137 runners traveled 96.301 kilometers in a relay race, carrying the respects to the President of the Republic, Marshal Josip Broz Tito, on his birthday.

Factories for Sport Equipment

All kinds of sport equipment, tools, and installations are produced and more than two thousand articles of this sort are meeting the home needs. In addition, large quantities of sport equipment is exported to other countries. This turnover totals more than two billon dinars annually.

Sport Bibliography

Numerous daily, weekly, and monthly papers and reviews bring the reports and results of the sport life of the country to the people, as well as sport news from abroad. Professional reviews present various themes from the area of theory and practice of physical culture. Sport and Gymnastic Federations, as well as professional associations, publish bulletins, almanacs, materials from diverse conferences, plenums, and congresses.

After World War Two, during the ten year period, 1945-1955, eight hundred books and reviews were printed totalling 3,239,631 pieces and representing twenty-nine sport branches. The professional bibliography is intended primarily toward qualifying the professional staff, and promoting and popularizing sport.

Concluding Statement

Sport is an important part of the life of almost everyone in Yugoslavia, and its value to the individual and society is recognized full well by the government. Each year finds more facilities, more participants, and a greater need for more teachers. The future for sport and physical education is bright.

I've never seen a vitamin;
I never hope to see one.
But if I should then sure as sin,
I'd rather C than B_1.

—Bulletin 9th District Society
New York

It ain't the individual
Nor the army as a whole,
But the everlasting teamwork
Of every bloomin' soul.

RUDYARD KIPLING

Did You Know?

That your editor was recently promoted? Beginning September 1st, he became head of the department of physical education for men at the University of Illinois. A staff member since 1929, he has been a professor since 1947. Dr. S. C. Staley who has carried a dual responsibility for twenty years, continues as dean of the College of Physical Education.

Edited by Harry Grabner

CHARLES M. SALLWASSER is a member of the North Avondale School in Cincinnati, Ohio, and has been interested in square dancing for the past ten years. When he arrived in Cincinnati he came under the influence of Bill Streit, the square dance enthusiast, and soon both Charley and Mrs. Sallwasser were helping with the "calling." He does occasional "calling" for organizations and conducts a dance class for the local PTA group. During summers, he serves as program director for a camp in Michigan, and here he shares some of the dances which are enjoyed in the Cincinnati area.

HULA BLUES MIXER

Music: Sets in Order 3008

Formation: Circle of couples, inside hands joined. Every other couple facing each other.

Pattern: Two-Step Left Forward. Two-Step Right Backward. Repeat all. (Measures 1-4)

Grapevine Step Left. Grapevine Step Right. (Step to left on left foot. Step right in rear of left. Step left sideward on left foot. Swing right leg across in front of left leg. Repeat to right.) (Measures 5-8)

Turn Away. Boy makes a small circle inward to left in four brush steps beginning left. Girl makes a small circle outward to the right in four brush steps beginning left. (Measures 9-12)

In four walking steps forward beginning left, pass through opposite couple, passing right shoulders. Meet new couple and repeat entire dance. (Four two-steps or brush steps may be used for variation.) (Measures 13-16)

DOTTIE POLKA

Music: Sets in Order 3007

Formation: Double Circle, Boys with backs to center, girls facing center of circle. Closed dance position. Boys' part explained. Girl does counterpart.

Pattern: Heel, Toe, Two-Step Left. Beginning Left, place left heel left sideward in line of direction. Cross left foot in rear of right foot and place toe. Two-Step left sideward in line of direction. Repeat all right in opposite direction. (Meas. 1-4)

Drop Hands. Boy and Girl Do-Sa-Do in four two-steps beginning on boy's left and girl's right. (Meas. 5-8)

Four two-steps forward beginning outside foot. Face to face on first and third, back to back on second and fourth. Inside hands joined. (Meas. 9-12)

Drop Hands. Boy makes a complete left turn in place in four steps. Girl makes a complete right turn in place in four steps. Both clap on fourth step. (Meas. 13-14)

Boy moves in line of direction with four side closing steps while girl moves in opposite direction with four side closing steps. Both start on left foot. (Meas. 15-16)

Repeat entire dance with new partner.

SHANTY TOWN

Music: Western Jubilee. 719

Formation: Varsouvianna, facing counter clockwise. Directions for boy. Girl does counterpart. Both start outside foot.

Pattern: Walk two steps forward. Rock quickly forward on L., backward on right and forward on left. Repeat all beginning opposite foot. (Meas. 1-4)

Beginning outside foot, two-step forward twice. Boy then does two more two-steps while the girl twirls twice under joined right hands, turning to her right. Finish facing partner. (Meas. 5-8)

Moving counter clockwise, eight steps sideward. Step left, cross right in rear. Repeat three times. Make a slight dip on the back or cross step. (Meas. 9-12)

Alternate crossing in front and back, crossing in front on second and fourth crosses.

Repeat eight steps grapevining clockwise, moving to boy's right and starting by crossing the left behind the right. (Meas. 13-16)

Join right hands. Raise joined hands. Partners walk around each other clockwise one-half turn in four steps. Boy is facing center. Release hands. Each make an individual one-half left face turn in a small circle in four steps. Boy is now facing center, girl out. (Meas. 17-20)

Join left hands. Repeat Meas. 17-20 in reverse directions. (Meas. 21-24)

Semi-closed dance position. Boy steps forward on L, closes R to L and steps forward again on L. Then steps forward on R and pivots one-half R (toward partner) while crossing the L over the

R stepping in the reverse line of direction. Partners now face clockwise. Boy steps forward R, closes L to R and steps R again. Then steps forward on L, pivoting L one-half turn on L and crosses R to step in line of direction. (Meas. 25-28)

In closed dance pos. make 1 clockwise turn in two two-steps progressing in line of direction. Boy then walks four steps forward while girl twirls two times in four steps to end in Varsouvianna position to begin the entire dance over. (Meas. 29-32)

HOPAK

Music: Methodist World of Fun Series M 110.

Formation: Single circle of partners, boys with girls on their right, hands held, facing center.

Pattern: Part 1. All stand on L foot, tap lightly with right foot 8 times.

Part 2: Still holding hands, all leap to the left with left foot, bring the right behind the left; leap again on left, right behind; 8 times in all.

Part 3: Dropping hands, all go to the center 4 steps, clapping hands on the fourth count; return to place, clapping hands behind self on fourth count. Repeat action to center and back.

Part 4: Czarda's Swing. Partners stand right shoulder to right shoulder, left hand in half circle over head, boy's right arm around girl's waist. They make a clockwise turn around each other bending knee with a down and up motion.

MANANA

(Singing Call)

Music: Capitol, Manana 45-6375

Now swing your pretty baby, but do not swing too hard,
Then swing your corner lady, if you are not too tired.
You take your own and promenade, there's lots of time to spare,
But get bake by Manana if you want to dance the Square.
First couple separate, go round the outside ring,
When you meet across the boarder, you will give your gal a swing.
Now No. 3 will swing on back across the Rio Grande (To position vacated by couple one)
And everybody promenade and sing it with the band. (All Sing: Manana, Manana, Manana is Good Enough for Me)
Repeat with Couple Two and have fourth couple swing back across the Rio Grande.

Break: Now swing your own Rosita, she's the sweetest gal you know
A left hand to your corner and a right and left you go,
(Grand Right and Left)
Meet your own and promenade, O promenade the ring,
And while I rest my tonsils I would like to hear you sing.
(All Sing: Manana, etc.)

Repeat action for Couples 3 and 4.

Ending: (Action is same as break)
My girl, she's got a big white horse, I've got a little wagon,
My hind wheels, they are broken and my axle, she is dragging,
I'll promenade her home, I think, and find an easy chair,
But call me up Manana if you want another Square.
(All Sing: Manana, Manana, etc.)

Note: Should be done in best South of the Border accent.

Think on These Quotes

"A man's size is determined by the size of the thing it takes to get his goat."

"Criticism upsets the mind that is greedy for praise."

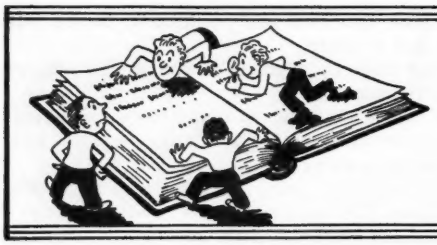
"A man who is quite sure he has done nothing to deserve a reproach may treat it with contempt and be safe in so doing."

"True appreciation of his own value will make a man indifferent to insult."

"The art of being wise is the art of knowing what to overlook."

"Ignorance is the curse of God, knowledge the wings wherewith we fly to heaven."

"They say. What do they say? Let them say it.'



BOOK Reviews

Edited by K. W. Bookwalter

AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION, *Yearbook on Teacher Health, Fit to Teach,* N.E.A., Washington, D. C., 1958, 249 pp., $3.50.

A short, concise but adequate treatment of the many factors affecting the total health and fitness of the teacher as well as the health aspects of the task of the teacher. It is an up-to-date, completely rewritten version of the 1938 book of the same title.

It is designed as a guide for teachers and administrators and as a reference for school health service personnel. It should prove useful to all personnel and agencies concerned with any aspect of the school health program. It deals very adequately with the health aspects, such problems as teacher responsibility, school organization, administrative responsibility, physical and mental health, community responsibility, advancing years, health education for teachers, and professional relations.

The significance of the health aspects of the school dictates that this text is a must for every school administrator, every student preparing to teach, and all school health personnel.

J. K. RASH.

BURNEY, L. E., M.D. "The Significance of the Teacher to the Health of the Nation," *Journal of Health, Physical Education and Recreation,* Vol. 29, No. 1, January 1958, pp. 19-20, 73.

The fresh and challenging literature in the field of school health seems to fall short of guiding practices of the local level. The ability of health workers to work together is an urgent need. Basic to this is the ability to communicate one with another.

Teachers do need better preparation in the health sciences but they are frequently spending time on simple technical or clerical tasks which might better be done by dental and health technicians. They are expected to possess health techniques far beyond their proper function.

We need to evaluate our school health programs and the cooperative functions of other public health agencies in their work to develop the "whole child."

KARL W. BOOKWALTER.

LIENERT, WALTER J., *The Modern Girl Gymnast on the Uneven Parallel Bars.* Indianapolis, Walter J. Lienert, 233 N. Parkview Ave., Indianapolis, Ind., 1957, pp. 56. $3.00.

This book was prepared by a master coach in response to many requests. It depicts 67 stunts ranging from fundamental work to stunts of championship calibre. They are organized into groupings of fundamental stunts, intermediate stunts, and advanced stunts, and they are progressively arranged according to difficulty within each of the groupings. Excellent line drawings illustrate the stunts step by step which affords a clear picture of how to do and/or teach them.

The spotting (a very important feature of teaching apparatus work) is very well done by explanation and illustration. Only tried and tested methods are suggested.

In addition to the single stunts, combinations of stunts and full routines are also given. These combinations range from the very simple to the routine that was used by the winner of the uneven parallel bar competition in the 1956 Olympics.

Though the stunts are specifically for the uneven bars which is a woman's event, most of the stunts may be done on the low or high horizontal bar by boys or men. And, though the uneven bars are not used in competition by men, it is a wonderful piece of equipment for developing strength, grace, control and balance in boys as well as girls.

OTTO E. RYSER.

MCMAHON, JUNIE, and GOODMAN, MURRAY, *Modern Bowling Techniques,* The Ronald Press Company, New York, 1958, pp. 80. $2.95.

Bowling has grown from a dying sport of iniquity to a recreational panacea for millions through automation of pinsetting and beautification and supervision of environment.

Complete definitions of terms and essential rules precede the description and selection of equipment. Proper fit of the ball is stressed as indispensable.

The grip, stance, approach, delivery are first taught and well depicted. Then the finer points in the game such as pin-spot-or line, strikes and spares, special advice to ladies, young bowlers, and advanced bowlers, and some notes on etiquette are

discussed. A brief history of bowling concludes the text.

This good authoritative text book seems to anticipate the needs and questions of the beginner—so it seems to this bowling tyro and textbook critic.

KARL W. BOOKWALTER.

MATHEWS, DONALD K., *Measurement in Physical Education,* W. B. Saunders Company, Philadelphia, 1958, pp. 359. $5.25.

The book is an introductory text and source for the practitioner in physical education. It aims to 1. present materials for test administration; 2. to present such statistics as are basic to the interpretation of results, and 3. to accurately describe most of the tests so that they may be directly administered. Many norms are included.

The texts are classified as to strength, cardiovascular, motor ability, motor fitness, skills, body mechanics, nutrition, social fitness, and knowledge. Some criteria for test selection, reasons for measurement and basic procedures for marking, organizing and administering the measurement program are included.

The text is kept at a reasonably simple level and each chapter has a good summary and well selected bibliography. The practical emphasis makes this text a fine help for the serious-minded physical education teacher. It would be useful either as an undergraduate or graduate text by proper course modification by the teacher.

KARL W. BOOKWALTER.

SMITH, JULIAN W., (Chairman A.A.H.P.E.R. Committee), *Outdoor Education for American Youth,* Washington, A.A.H.P.E.R., 1957, pp. 150, $2.50.

The cooperative efforts of many people went into this source book. Chapter I shows the growth of the need for Outdoor Education, its place in the curriculum and implications arising for the community school.

Chapter II relates outdoor education to traditional high school subjects and gives means for implementing the program. Enrichment of living through outdoor experience is discussed.

In Chapter III are discussed the facilities and resources for outdoor education. Lands, parks, and agencies; school community resources, and national projects and programs furthering the movement are exemplified.

The formal and informal provisions for teacher preparation are stressed in Chapter IV and the final chapter is one of the prophesy.

KARL W. BOOKWALTER.

SZYPULA, GEORGE, *Tumbling and Balancing for All,* Dubuque, Iowa, Wm. C. Brown, Co., Publishers, 1957, pp. 161.

The material in this book covers the field of tumbling and handbalancing quite thoroughly, beginning with the very simple stunts and progressing to the most difficult. Clear, definite pictures in sequence illustrate the stunts so that a teacher or performer can study the various positions of the body in every phase of the performance. The correct spotting for the stunts is also explained, as is teaching techniques and progressions. The author includes sample combinations of tumbling stunts to form a tumbling routine, and has a chapter on competitive tumbling and officiating.

OTTO RYSER.

TURNER, C. E.; SELLERY, C. MORLEY; AND SMITH, SARA LOUISE, *School Health and Health Education,* 3d ed., St. Louis, The C. V. Mosby Company, 1957, pp. 466.

The content of the revised edition of school Health and Health Education is similar to the previous edition except that the order of presentation has been changed to emphasize 1) the basis for school health and health education, and 2) school health and health education in action.

The reviewer is pleased with the additional information regarding public health and community relations and full chapters devoted to Family Life and Sex Education, The Promotion of Mental Health, and Methods in Teaching Health. Another well-titled chapter is The School Health Team, emphasizing the administrative relationship and educational opportunities of each member. Additional features found in the appendix are a statement of specific health education objectives and first aid procedures.

This text is excellent for teacher preparation and in-service training programs. DONALD J. LUDWIG.

VENNIER, MARYHELEN, AND HOLLIS F. FAIT, *Teaching Physical Education,* Philadelphia, W. B. Saunders Company, 1957, pp. 406, $5.50.

Part one of this text deals with purposes, nature of students, learning and techniques of successful teaching.

Part two treats of class procedures, safe and healthful school environment, facilities, and equipment and supplies.

Part three discusses the activity period, planning, the several classes of activity; and part four considers the extra-class programs—intramurals, interscholastic athletics, recreational activities, drill teams and pep squads, and public demonstrations.

The text concludes with evaluation of results and professional growth.

Suggested readings and numerous pictures add to the utility and clarity of this text for secondary school programs. KARL W. BOOKWALTER.

Recent ARTICLES

Edited by K. W. Bookwalter

KERN, MARY MARGARET, "Protecting Your Home From Nonlabeled Poisons," *Today's Health*, January, 1958, Vol. 36, No. 1, pp. 20-21, 60-61.

About 250,000 brand-name chemicals are available for industrial, farm and home use. Few are designated as poisons and toxic ingredients may not even be mentioned. Practically everything has been swallowed by a child at some time or other and children under 5 are the principal victims.

Doctors have a difficult role determining for what ingredients to supply an antidote. A guide or manual has been developed for determining the agents causing the poisonings.

Prevention is of paramount importance, however. Education of parents on the care of chemicals at home-labeling, storing and locking, keeping a sample of the agent for the doctor and other precautions is a must.

KARL W. BOOKWALTER.

MORRIS, MORTIMER H., "Some Amateur Athletes Are Underpaid," *Phi Delta Kappan*, 39, 1:19-22, October, 1957.

To maintain top-notch competitive conditioning, many hours must be devoted to daily drill on fundamentals and to long workouts for stamina and timing. Travel to games and meets consumes long hours. If the athlete is unlucky enough to be injured, he spends time in whirlpool baths, under heat lamps, and in receiving massage. There are plays to learn. A good athlete does his job instinctively or from habit.

Benefits claimed for athletics include "team spirit" and "good sportsmanship." Unfortunately, the good outcomes which may be obtained from sports are impossible in over-emphasized, high-pressure athletics which by their nature must be highly selective and highly specialized.

Athletes should be paid salaries commensurate with their abilities. Attendance at classes should be non-compulsory and those desiring an education should carry limited class schedules during the playing season.

Johns Hopkins University offers another solution—no coach depends upon a winning team to maintain his position. The athletic program is subsidized by the college. No athletic scholarships are given. No admission is charged for any athletic event.

CAROLYN BOOKWALTER.

SARGENT, MARY FRANCES, "Brainstorming in Recreation," *Recreation*, 50, 6:218-220, June, 1957.

"Brainstorming" encourages ideas from a group of people concentrating on a specific problem, and feeling that regardless of how foolish the suggestion may appear, it is worthy of consideration. No attempts at discussing the ideas or comments of criticism can be given at the brainstorming session. The process operates only in light of ideas. Although the organization of the brainstorming process has been credited to the advertising field, it appears that there may be merit in discovering recreation program ideas by this device.

Only a few specific rules for using "brainstorming" are necessary. They are as follows:

1. Comments and discussion upon suggested ideas are taboo. Only ideas for programs may be presented.
2. Wild ideas spark others' imaginations, so "freewheeling" is the attempted process.
3. The more ideas presented, the more chance for success.
4. Adding other ideas to already presented ideas is desirable.

RICHARD LAWSON.

SKUBIC, VERA, and HODGKINS, JEAN, "Effect of Warm-up Activities on Speed, Strength, and Accuracy," *Research Quarterly*, 28, 2:147-152, May, 1957.

Three groups of women physical education majors, totaling 31 students, participated in a series of tests to determine the effects of light warm-up activities on speed, strength, and accuracy. The tests used in the study were: (1) speed—a ride of one-tenth of a mile on a bicycle ergometer, (2) strength—the maximum distance a subject could throw a softball, and (3) accuracy—the number of successful basketball free throws a subject could score in ten tries.

Each of the tests were performed when preceded by: no warming-up, by a general warm-up, and by a warm-up related to the test activity. Not all tests were usable, but a total of 360 were found to be usable. The analysis of the data revealed that there were no significant differences in the scores made in relation to the three types of warm-up procedures.

CAROLYN BOOKWALTER.

WHITE, PAUL DUDLEY, M.D., *"Exercise—What It's Doing for Ike and What It Can Do for You,"* (Interview Report), *U. S. News and World Report*, Vol. XLIII, No. 8, August 23, 1957, 50-59 pp.

Exercise is as important as many other things we do, such as eating, sleeping, and working. Nature intended muscles to be used and exercise does improve circulation, digestion, and mental states as well as quite possibly helping to prevent certain ills. After an illness, a doctor should be consulted about the amount and kind of exercise that is desirable. The exercises that are the more interesting are the better, as they induce the individual to keep up exercising. Exercise isn't the way to lose weight.

A perfect-plan for exercise would include one hour of exercise a day. Walking 5 to 10 miles a day at a fair pace, golf, swimming, and tennis are good exercises for any age.

KARL W. BOOKWALTER.

WOLFE, JOSEPH B., M.D., "Recreation, Medicine and the Humanities," *Recreation*, Vol. L, No. 10, December 1957, pp. 364-365.

Preventive and therapeutic medicine, recreation and the humanities are interdependent. Medicine is based upon scientific observations, but we need not shun the empiricism of recreation. Our statesmen have responsibility for welfare of humanity and they too depend upon empirical evidence. Recreation has a role to play in prevention and therapeutic treatment.

The recreator has an opportunity to observe many things the physician never sees. The former can be of service to the latter. The recreator properly trained is also a professional in therapy of a kind.

Recreation is also educational, a humanity. The beneficial results of recreational activities should be a part of the experience of all mankind.

KARL W. BOOKWALTER.

The Classroom Teacher As A Counselor For Major Students

Sheldon Fordham

THE FINEST PROGRAMS in physical education are found in those schools where there is a spirit of cooperation between the faculty and students. The type of cooperation referred to here is where students respect their teachers enough to discuss their problems and where teachers are interested enough in their students to find out as much about them as possible.

A great deal of material has been written relative to counseling and guidance and people specially trained in this area have done an excellent job. It appears, however, that one of the persons who could contribute most to this phase of the program has been forgotten. This person is the classroom teacher. An advisory program or counseling plan would "fall flat on its face" without the cooperation of this important person.

The classroom teacher has more opportunities presented to him than any other single person to learn as much as possible about the students in his classes. Only a small amount of time and effort expended after class will pay dividends. A few moments after class may give you an opportunity to find something out about a student that may prove useful in many ways. This applies to the instructor on the gymnasium floor, in the swimming pool and on the athletic field as well as the academic classroom. We in physical education have always prided ourselves in the fact that students confide in us. We have to give our students an opportunity to see us if such a situation is to come about.

Don't Quit

When things go wrong, as they sometimes will,
When the road you're trudging seems all uphill.
When the funds are low and the debts are high,
And you want to smile, but you heave a sigh.
When care is pressing you down a bit,
Rest if you must—but don't quit!

ANON.

Noteworthy People in the Profession

Edited by K. W. Bookwalter

FRED V. HEIN was born in Horicon, Wisconsin, June 25, 1907. He attended La Crosse State Teachers College and received his B.S. degree from Ripon College in 1929 and his M.S. (1934), and his Ph.D. (1946) from the University of Wisconsin.

He taught physical education in Berlin, Wisconsin, 1929 to 1936 and Kenosha, Wisconsin, 1936 to 1938. He was Supervisor of Physical and Health Education in the Oshkosh Public Schools from 1938 to 1943, and Director of Army Air Crew Physical Training at Wisconsin State Teacher's College, Oshkosh from 1943 to 1945. He has served as visiting lecturer at several universities. Since 1946, he has been Consultant in Health and Fitness in the American Medical Association's Bureau of Health Education.

Fred was President of the Wisconsin Association for Health and Physical Education in 1949, and has served as Secretary of the Joint Committee on Health Problems of the N.E.A. and the A.M.A. He is a Fellow in the APHA, in the American Academy, and an Affiliate Fellow of the AMA. He has served as vice-chairman and chairman of the School Health Section of the APHA, vice-president of A.A.H.P.E.R., and vice-president and president of the American School Health Association. He is a member of the N.E.A., A.A.H.P.E.R., A.P.H.A., Society of Public Health Educators, American Medical Writer's Association, and Phi Delta Kappa. Fred is listed in "Who's Who in American Education."

He has contributed articles to many educational magazines. He is co-author of *Living*, and has served as Editor for the new A.A.H.P.E.R. Yearbook, *Fit to Teach*.

FRED V. HEIN

WILLIAM FOREST MEREDITH

WILLIAM FOREST MEREDITH was born in Londonderry, Ohio, May 28, 1896 and attended public school in Cambridge, Ohio. He graduated from Denison University and received his A.M. and Ph.D. degrees from Teacher's College, Columbia University.

Dr. Meredith began teaching as Director of Physical Education in the public schools of Norwalk, Ohio. Since then, he has taught at Denison University, Ashland College, Ohio Northern University, Greenwich and Christadora Settlement Houses in New York City, and Washington State College. In 1933, he went to the University of Pennsylvania where he has been instructor, assistant professor, associate professor, and professor of physical education and director of the division of instruction department of Physical Education, a position he holds at the present time.

He has served as president of the C.P.E.A., president of the Pennsylvania State A.A.H.P.E.R., as president of the Eastern District, as a member of the Board of Directors of the A.A.H.P.E.R. and is currently secretary-treasurer of the E.D.A.

Dr. Meredith is a Fellow in the American Academy for Physical Education. In 1943 he was awarded the Association Honor Award Certificate and in 1957, he received the Elmer B. Cottrell Award for "Outstanding and Meritorious Service to the State Association and the Profession."

Dr. Meredith has always been interested in secondary school athletics and has made many contributions to the literature on this subject.

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